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ABSTRACT

GRADES OR AGES: Grades 3, 4, 5, and 6. SUBJECT MATTER: Language, Literature, and Composition. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is organized under six general language concepts: Nature of Language, Language and Communication, Structure of Language, Changes in Language, Relationship Between Speaking and Writing, Language and Experience. Each broad concept is divided into several subordinate concepts. The guide is lithographed. OBJECTIVES AND ACTIVITIES: Activities for each concept are grouped under developmental, relating to literature, and relating to composition. INSTRUCTIONAL MATERIAL: Books, filmstrips, and recordings are listed in a bibliography following each general concept. STUDENT ASSESSMENT: No provision is made for evaluation. (BRB)

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INTEGRATING LANGUAGE STUDY WITH LITERATURE AND COMPOSITION

TOWARD AN INTEGRATED LANGUAGE ARTS PROGRAM

SP 007 395

ED 072043

INTEGRATING LANGUAGE STUDY WITH LITERATURE AND COMPOSITION

TOWARD AN INTEGRATED LANGUAGE ARTS PROGRAM

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FOREWORD

During the summer workshop of 1970, a committee consisting of elementary school teachers and vice-principals under the direction of a supervisor developed this bulletin, which is a revision of the 1967 bulletin Relating English Language Concepts to Literature and Composition.

The main purpose of this bulletin is to help expand the language program in Baltimore County by supplementing the original bulletin, A Guide to the Study of the English Language, Grades K-6, with a complementary guide which emphasizes the integration of literature and composition with the grammar program. It is the first resource to be completed in a program of development leading to a completely integrated language arts program.

The material is organized under six general language concepts. Each broad concept is divided into several subordinate concepts. Activities have been presented for grades three through six. No attempt has been made to list activities for grades one and two, where the teaching of the language skills is largely of an informal nature and developed mainly through the reading program.

In organizing this bulletin, each concept was presented with activities relating to composition and literature immediately following the development of the language concept, so as to facilitate for the teacher an integration of the teaching of all phases of that particular concept. This compact method of presentation reduces to a minimum the research and preparation required of the teacher.

It is the intent of the committee that the bulletin be considered tentative. An ongoing teacher evaluation of the bulletin is to be encouraged. At the end of each general concept in the bulletin blank pages have been provided for the teacher's evaluation and for original suggestions which could be considered for incorporation into the bulletin when it is revised.

The members of the 1970 language workshop wish to express appreciation to the committee that prepared "Relating English Language Concepts to Literature and Composition," which provided an excellent base of organization for this bulletin.

Further, the committee hopes that this bulletin will act as a catalyst in renewing or furthering interest in the creative language arts, not only on the part of the teacher, but also on the part of the students.

INTRODUCTION

The committee who have prepared this bulletin hope that it will be a source of real help to teachers and administrators in enriching the language program in our schools.

The activities listed are just suggestions; they are to be considered neither limiting nor mandatory. No teacher is expected to use all of the suggestions or to use them in the sequential order in which they are presented. The graded activities are listed consecutively so that one may obtain an overall view of the program.

Although each activity has a designated level, it is necessary for the teacher to use judgment and knowledge of the class in deciding which of the activities to use. Development of a concept may be followed through as extensively as a teacher deems necessary to meet the needs of the pupils. Much consideration should be given to the previous experience and to the ability of the class. No activity is to be attempted until the proper background has been laid.

In most concepts, the developmental activities give a general overview or introduction to the concept. The literature and composition activities can be used to correlate, summarize, expand, and enrich. However, each developmental activity need not be followed by a relating literature or composition activity. Many of the activities presented lend themselves to use in learning stations or other types of individualized learning projects.

The teachers' resources listed in the guide may be appropriate at times for activities other than those specified. Many of the resources can be used for making transparencies or duplicating ("ditto") masters, or can be used on an overhead projector.

It is recommended that schools have available at least one set of the following textbooks:

Our Language Today. American Book Company

The World of Language, Grades 3, 4, 5, 6. Follett Educational Corporation

Sounds..., Grades 3, 4, 5, 6. Holt Rinehart and Winston, Inc.

Although the possession of a desk copy for each teacher of grades three through six of the American and Follett series may be sufficient, the Sounds... books should be made available to the children.

Teachers should refrain from copying long passages from any textbook, as this may constitute an infringement on the copyright laws. The possession by the school of the above-mentioned books will assure a successful language program without fear of legal entanglements. Most of the books used as references in this bulletin can be found on the Baltimore County Elementary School Book Order.

Copies of tapes that have been listed as teacher resources may be obtained by sending a blank tape and the name and number of the desired tape to the Office of

Instructional Materials and Services. This service should be channeled through the school audio-visual representative.

Lists of abbreviations found in the body of the text are explained in the appendix.

In Appendix B are reproductions, in reduced size, of teaching aids referred to, but not incorporated in the text of the bulletin. The teacher resources mentioned in the text and in the appendix are included in a kit for use in making transparencies or duplicating masters. These kits will be distributed to all schools.

The committee has attempted to compile a bulletin which will be of great practical value to the teacher. Not only does the guide list specific activities for use in preliminary instruction, but it adds literary references and various visual aids for the enrichment of the program and the sparking of the creative ability of children.

This bulletin should present a challenge to the teachers of Baltimore County in enhancing their appreciation of the imagination and creativity in the children they teach.

III. STRUCTURE OF LANGUAGE

Concept A: All languages have systems that communicate meaning. The two main parts of the system are the vocabulary codes and the grammar codes. 49

Concept B: In order to communicate in any language, one must be familiar with the intonation patterns and the sounds of that language. 53

Concept C: There is a certain word order that is typical of the English language. 56

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IV. CHANGES IN LANGUAGE

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Concept B: Languages change by adding new words. 66

Concept C: The structure of the language provides ways to add new words. 73

Concept D: Language changes by dropping words. 79

Concept E: Sometimes old words take on new meanings. 82

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V. RELATIONSHIP BETWEEN SPEAKING AND WRITING

Concept A: Spoken language is learned by imitation; written language is learned by direct instruction. 89

Concept B: Writing is an attempt to represent speech. The English language has over forty sounds with only twenty-six letters to represent them. 91

Concept C: Written words are made of letters, and letters stand for sounds. 94

Concept D: The intonation system of a language provides more exact clues to meaning than any written representation of the system can provide. 95

Concept E: Some languages do not have writing codes, but most languages use some sort of alphabet to indicate the sounds of words of the language. 99

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GENERAL LANGUAGE CONCEPTS

I. NATURE OF LANGUAGE

Concept A: Language must be learned. It is not something we are born knowing how to do like eating and sleeping. 1

Concept B: Words are one kind of symbol, made up of sounds, that stand for things, ideas, and people. In order to use words accurately, people must agree on the thing the words stand for. 7

Concept C: The larger the group of things, qualities, or activities a word symbolizes, the less specific the word is. 10

Concept D: Language has four main uses: to inform - to persuade - to entertain - to establish friendly relations and feelings. . . 14

Concept E: Words acquire connotations as a result of individual or group associations with them. 17

Concept F: The connotations of words are more useful in persuading people to do or to buy something than are the denotations of such words. 21

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II. LANGUAGE AND COMMUNICATION

Concept A: Language is one of many ways to communicate. It is usually a more exact way than others. 29

Concept B: Language is a distinctly human way of communicating; animals cannot talk. 33

Concept C: In order to communicate, there must be a speaker or writer, a listener or reader, and something to communicate the message. 36

Concept D: In order to communicate in writing, people must have a mutual understanding of the written symbols. 39

Concept E: When people speak or write, they must consider the age, interests and backgrounds of their listeners or readers. . . . 43

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VI. LANGUAGE AND EXPERIENCE

Concept A: Words can give only an approximate idea of the actual experiences they represent. 103

Concept B: Sometimes the sounds of letters and words imitate the sounds of the things they are describing. 107

Concept C: Different people react differently to the same statement. 111

Concept D: Language extends experience, and experience extends language. 113

Concept E: The language we gain through our own experiences is the language we use in ordinary communication. The language we come to understand in literature is language that extends our experience beyond the things that actually happen to us. . 117

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#4, 5, 6, 7A, 7B, 7C, 8A, 10, 12, 15, 17, 18, 19A, 19B, 22A, 22B, 23, 24, 25A, 25B, 25C, 25D, 27A, 27B, 28, 29, 30, 31A, 31B, 31C, 32, 33, 34, 35, 36

I. NATURE OF LANGUAGE

CONCEPT A: LANGUAGE MUST BE LEARNED. IT IS NOT SOMETHING WE ARE BORN KNOWING HOW TO DO LIKE EATING AND SLEEPING.

DEVELOPMENTAL ACTIVITIES

Level

(3) Develop the idea that language is learned and that we speak the language we hear about us. Begin the discussion by asking the children these questions:

"What language would a Japanese baby, born in Japan of Japanese parents, begin to speak?"

"Would this Japanese baby begin to speak Spanish or English?" "Why not?"

"What are some of the words the baby in your family used first?"

"Did your little brother or sister call your father 'Padre'?"

"Why do you call a piece of fudge 'candy' instead of 'bon bon'?"

"If you had never heard of the word 'candy,' would you have spoken the word?"

(3) Construct a bulletin board displaying written foreign phrases which would pique children's curiosity and elicit the question, "What does it mean?"

T. Resource #1, 2

(3,4) Compare language development by taping the voice of a child who is beginning to learn to talk and imitate sounds. Then have a first grader come in and read from his reader. Do the same for several grade levels. This could be extended to the adult level. Have the class compare the levels of language used by each and conclude that language must be learned.

(3,4) Ask a mother to come into the room with her baby. Have her tell the class what she has done to teach the baby to speak. Several members of the class could also relate their experiences in helping to teach a baby brother or sister to speak.

(3,4,5,6) Have children learn a few foreign words or phrases in connection with a study of foreign lands and develop the idea that meanings of these words have to be learned, since we do not instinctively know them. Present the same expressions the next day and note how many pupils are able to recall the words in the strange language.

T. Resource #3A, 3B

(4) Play a record or tape of a foreign language (speech or song). Have the children try to imitate the sounds and learn several of the foreign words. Discuss their knowledge of the foreign language. How can they find out more about the language? What did they do to speak it?

Sounds..., Gr. 4, pp. 146-147

Teacher Resource #1

Foreign Words from Teacher Resources #2 and 3B

#2

FRENCH:	TOUT LE MONDE AIME SAMEDI SOIR.
GERMAN:	JEDERMANN LIEBT SAMSTAG ABEND.
SPANISH:	TODO EL MUNDO LE GUSTA LA NOCHE DEL SABADO.
ENGLISH:	EVERYBODY LOVES SATURDAY NIGHT.

#3B

ENGLISH	GERMAN	SPANISH	ITALIAN	FRENCH
BOY	JUNGE	MUCHACHO	RAGAZZO	GARÇON
MAN	MANN	HOMBRE	UOMO	HOMME
WOMAN	FRAU	MUJER	DONNA	FEMME
DOG	HUND	PERRO	CANE	CHIEN
CAT	KATZE	GATO	GATTO	CHAT

Teacher Resource #3A

RAIN

Italian: pioggia

French: pluie

Spanish: lluvia

UMBRELLA

Italian: ombrello

French: parapluie

Spanish: paraguas

Level

(4) Have a foreigner visit the class and relate the problems he faced in learning our English language.

(5) Start the conversation with a remark like:

"Suppose your father and mother left you when you were a baby to be brought up by a French governess. What language would you be speaking now?" (Bring out the fact that the language spoken is the one which was taught.)

(5) Present the expressions "Hello," "Good night," and "See you soon" in four different languages. Children will recognize English but not most of the others. They will enjoy learning the new phrases and saying them at appropriate times. (This will bring out the concept that language is learned.)

Follett, Gr. 5, p. T34

(5,6) Set up a foreign language club for the interested children (if the teacher is qualified).

(6) Introduce a foreign language to the children by giving a direction in that language. This should help the children realize that this language must be learned to be understood. Discuss how a language could be learned (recording). Use resource persons (FTA member from senior high school). Correlate with songs in other languages.

RELATING TO LITERATURE

(3) Read to the children the book Fun with Italian, and have children jot down the Italian phrases they have learned and something about the Italian language. Other literary suggestions are: Spaghetti for Breakfast, which introduces a child to a few Italian phrases; Fun with French, which compares French with English throughout the book; and You Can Write Chinese, which presents the written Chinese characters for some familiar objects such as sun, tree, etc.

Cooper, Lee and Greene, Marion. Fun with Italian. Boston: Little, Brown and Company. 1964

Joslin, Sesyle. Spaghetti for Breakfast. New York: Harcourt, Brace, & World. 1965

Cooper, Lee and McIntosh, Clifton. Fun with French. Boston: Little, Brown and Company. 1963

Wiese, Kurt. You Can Write Chinese. New York: The Viking Press. 1945

(3) Read to the children the story Windows for Rosemary. From this story can be drawn an appreciation for the ability to speak and also an awareness of the process by which we learn to speak.

Vance, Marguerite. Windows for Rosemary. New York: E. P. Dutton and Company, Inc. 1956

Level

(4) Read the excerpt from the book Child of the Silent Night and have the children discuss how Laura Bridgman learned language without being able to see or hear.

Follett, Gr. 4, p. 186

(5) Have children read "Onion John" to see that a language must be learned to be understood.

Follett, Gr. 5, p. T34

(5) Read the story of Helen Keller to further the children's appreciation for the ability to speak. (See librarian for help in locating reference materials.)

Vistas, Gr. 5, pp. 397-490

Follett, Gr. 5, p. T77

Peare, Catherine. The Helen Keller Story.

(6) Read "Meat, Maté, and Music" to enjoy encountering new words; note how the author clarifies the terms puchero, basta.

Sounds..., Gr. 6, pp. 150-156

RELATING TO COMPOSITION

(3) Have the children write an account of the way they think they talked when they were two years old, then when they were four years old. The children may want to write a conversation which took place between themselves and an older person when they were about four years old.

(3,4) Have the children write a letter requesting a native speaker of a foreign language to come to speak to them about his mother tongue.

(5) Encourage the children to write about an actual or made-up experience in which they got into difficulty because they did not understand someone's language.

(6) Have the children write a story set in a different locale (real or imaginery) and use another language (actual or invented) to give realism. Refer to the author's technique in "Meat, Maté, and Music"

Sounds..., Gr. 6, pp. 150-156

CONCEPT B: WORDS ARE ONE KIND OF SYMBOL, MADE UP OF SOUNDS, THAT STAND FOR THINGS, IDEAS, AND PEOPLE. IN ORDER TO USE WORDS ACCURATELY, PEOPLE MUST AGREE ON THE THING THE WORDS STAND FOR.

DEVELOPMENTAL ACTIVITIES

Level

(3) Show pictures of objects (chair, bus, shoes, spoon). Ask the children to name the objects. Then present a list of words on the board and ask the children what things or ideas come to mind when they see the words (fence, highway, dog, mother, cookie). Help the children to conclude that words are symbols that stand for things, ideas, and people.

(3) Show a picture such as one of a mother holding her baby lovingly. After the children have named the people and objects in the picture, help them to verbalize the feeling of love, tenderness, peace, comfort, security. Help the children to understand that language makes it possible for us to talk about ideas.

(3) Put a chair in the front of the room. Have a child name it as "chair." Then move the chair to the back of the room. Ask again, "What was the object that I moved?" Write the word chair on the board. Ask, "What did I put on the board?" Elicit from the children the statement that you did not put the chair on the board; instead, you put on the board a symbol which stands for the object. Write on the board the name of a child in the class. Ask, "Did I put Mary on the board? Or did I write the word that stands for this girl?"

(3) Have the children draw a "creature" and give it a one-word name. At this stage the children must not show their drawings to anyone. Then have the children write one sentence in which they use their made-up name, such as, "My geeboo hid under the bed." From this activity help the children conclude that the word-symbol means nothing much to other people until they know what thing, person, or idea the word stands for.

(3) Encourage the children to make up a game in which the referents (things the words symbolize) are arbitrarily changed. Have a small group leave the room while those remaining in the classroom switch the names of objects in the room. When the group outside returns to the room, they will listen to a conversation carried on by those who remained in the room. The conversation will be about the renamed objects. The children should realize that it is necessary to know the code in order to communicate effectively.

(3) Discuss objects that are not in the room (rocket, giraffe) to help the children understand that language makes it possible to talk about things they have seen but that are not present.

(4) Have the children fold a blank sheet of paper into squares. Flash words and have the children draw a picture of the object (apple, car). Discuss the drawings. Have the children conclude that their drawings have basic similarities and that the words stand for things and people.

Level

(4) Have the children turn their papers over and draw a picture of words, such as the following: loyalty, friendship, love, fear, etc. When they seem to be having trouble, discuss the problem. Lead them to conclude that we can't really draw these abstractions, but that nevertheless these ideas exist. Language makes it possible for us to talk about these ideas. A correlation can be made here with abstract and concrete nouns.

(4) Tell the class they may not use these words during the day: chalkboard, chalk, book, pencil, desk, eraser, paper. Each child must make up substitute words--not synonyms. Let them try these new words for a day. At the end of the day discuss their difficulties. The next day you might carry this a step further by having the class agree on new names for the objects and using these names throughout the day. Discuss reasons why this was easier.

Follett, Gr. 4, p. T39

(5) Take a group of objects and give each of two children different names for the objects. Pretend one child is the storekeeper and the other the customer. As their names for the objects will be different, they will not understand each other. Have the buyer show how he will make the storekeeper understand. Remove the articles from sight, and see what the children can do with the situation then.

(5) Have the children act out certain situations unknown to the classmates to demonstrate the problems of understanding without words. Have the audience try to interpret the pantomime. Example:

Pretend you are a child having a temper tantrum or a woman who sees a mouse run across the floor; or

Act out with your body a step, a box, a scarf, a tree.

Follett, Gr. 5, p. 30

(5) Have the children act out this scene: Pretend you are Columbus and have just landed in the New World. You are greeted by the Indians. Show how you would go about establishing friendly relations. Conclude that communication is difficult without a mutual understanding of words or language.

(5) Play a matching game. Use a series of pictures and invent names to go with them. Mix the order and have the children match them to see how quickly they can learn the names.

(6) Present some symbols to the class (+, ♩, #, V). Ask the children what comes to mind when they see each one of the symbols. Introduce words (clock, patriotism) and discuss the meanings or ideas children associate with them. Conclude that words are also symbols that stand for things, ideas and people. Ask the children to suggest other systems of notation (shorthand, music). Have interested children invent a system of notation.

Follett, Gr. 6, pp. T29, T19, 146-147

(6) Have a child describe a hidden, unnamed object (bottle opener, crab mallet) as classmates draw a picture from the word description. Help the children realize that a word is easier to understand than the variety of words used to describe it. Again emphasize that the word is a symbol, not the object.

RELATING TO LITERATURE

Level

(3) Have children read the book The Magic of Words. Give several children an opportunity to tell the class how men have been able to interpret sounds, codes, and messages in order to communicate.

Alexander, Arthur. The Magic of Words. New Jersey: Prentice-Hall, Inc. 1963

(3) Have children read the books What Color is Love? and Love is a Special Way of Feeling. Let children report on the author's ideas of love.

Anglund, Joan Walsh. What Color is Love? New York: Harcourt, Brace and World, Inc. 1966

_____. Love is a Special Way of Feeling. New York: Harcourt, Brace and World, Inc. 1960

(4) Read the passages about Humpty Dumpty from Through the Looking Glass by Lewis Carroll. Discuss Humpty Dumpty's views on language and the importance of agreement on the thing for which the word stands.

Follett, Gr. 4, pp. T39-40

(4) Read the poem "Jabberwacky" by Lewis Carroll. Discuss the words the class had trouble with and the words they understood. Relate this to a need for agreement on the meaning of the words.

Windy Hills, Gr. 4, pp. T167-168

(4) Read the selection "Master of all Masters." Discuss the problems in learning a language in which one word has multiple meaning.

Windy Hills, Gr. 4, pp. T178-179

(5) Read The Written Word by Mary O'Neill. Discuss the methods of communication mentioned in the poem. Which is the best way to communicate according to the author?

Follett, Gr. 5, p. T55

(5) Read "Cowboy and his Paraphernalia." Note the different words used for the same object.

Sounds..., Gr. 5, p. 360

(5) Note the different types of communication mentioned in these poems:

"Smoke Animals" by Rowena Bennett
"Good Night" by Carl Sandburg

Bold Journeys, Gr. 5, pp. 302, 304

(6) Read "Alice in Humpty-Dumpty Land" for enjoyment. Discuss the word symbols that the children could not associate with things, ideas, or people (brillig, toves).

Into New Worlds, Gr. 6, pp. 463-470

RELATING TO COMPOSITION

Level

(4) Have the children make a secret list of five original words to use in a story. After the story is written, have a partner try to figure out the meaning of the words.

(4) Using the poem "Jabberwacky," have the children rewrite a part of the poem substituting real words for the nonsense words. Have several children read their rewritten poems. Conclude that since we haven't agreed on the meaning of words there are many different ideas.

(5) Have children compose sentences about their favorite activities, using nonsense words for the form class words. Have the class guess what the words may be. Conclude that unless there is agreement upon the meaning of the words, the sentence could have many different meanings. Example:

I like to go slurging in the clerter because the stupen is so jurt and flug.

Possible translations:

I like to go swimming in the summer because the water is so cool and clean.

I like to go skiing in the winter because the air is so crisp and clean.

I like to go hiking in the fall because the forest is so colorful and exciting.

I like to go picnicking in the spring because everything is so fresh and new.

CONCEPT C: THE LARGER THE GROUP OF THINGS, QUALITIES, OR ACTIVITIES A WORD SYMBOLIZES, THE LESS SPECIFIC THE WORD IS.

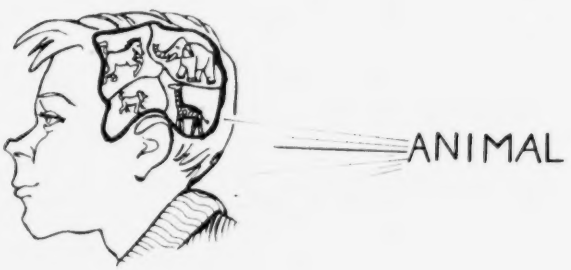
DEVELOPMENTAL ACTIVITIES

Level

(3) Put on the board the word cat. Ask several children to tell what mental picture comes to mind. Help the children to see that cat stands for all the cats in the world. If one wishes to talk about a specific cat, he must use modifiers--black cat, fluffy cat, Persian cat, etc. Other form class words like walk, pretty, and slowly may be used to develop the same idea.

(3) Present to the children a word like house, and ask them to give as many other words as they can think of that name the same object (house: home cottage, shack, mansion, mobile home). Do the same with several other words, such as those following:

Boy	Flower	Horse
youth	plant	stallion
fellow	bud	mare
guy	blossom	colt
lad	bloom	filly
		trotter
		mount
		charger
		steed
		pacer



Level

(3) Begin to develop with the children the idea that other form class words besides nouns have various meanings. Use the words nice and good and have the children think of words which are more precise in meaning.

(4) Choose several words like car, flower, and chair. Write each word on the board. Ask the children to picture the object the word stands for. Under the heading "car" list the specific kinds of cars they pictured. Help the children to see that "car" stands for all the cars in the world. If one wishes to talk about a specific car, he must use other modifiers or specific names.

(4) Show pictures of objects. Make two columns on the board, one for specific words and one for general terms. Do not label the columns. As the children tell what the picture is, put their answers in the column in which it belongs. Let the children generalize what each column stands for. For example, a picture of corn could be shown, and the children could say it was corn or a vegetable.

American, Gr. 4, p. 148

(4) Divide the class into four, five, or six teams, and let the children suggest a general word of heading for each group (toys, fruits, vegetables, etc.). Have each team begin simultaneously, writing exact terms under each heading. Each member should have a turn. The first team to finish with the most complete list is the winner.

American, Gr. 4, pp. 141-42

(5) Present a series of sentences to the children. These sentences should contain a general type of word. Have the children rewrite sentences so that they are more specific. Example:

Tom worked hard all day.
Jack takes part in many sports at school.
I like to eat fruit best of all.
On our field trip we visited several types of houses.
We will not have to attend school on the holidays.

(5) Give children instructions such as these:

1. Draw a dog.
2. Draw a large dog.
3. Draw a large spotted dog.
4. Draw a large black and white spotted dog.
5. Draw a Dalmatian dog.

Compare the drawings to note how the dogs get to be more alike as more specific directions are given.

(5) Place several coats, caps, etc., on a table. Start with the premise that "John has lost his coat." Have children see if they can be specific enough so that their classmates will immediately know whether a certain coat is the one John lost.

(5,6) Correlate with math by making an abstraction ladder headed quadrilaterals - or plane figures. Have the children go from the general to the specific as their knowledge permits.

(5,6) Use an introductory sentence - "Johnny played the game well" or "Chuck is managing skillfully." As the children suggest the names of games and vehicles, list their responses. Make a ladder cooperatively for game:

Level

Game
Card
Bridge
Goren System

Let children develop another example for game: game, field ball, football. The word vehicle can be developed in a similar way or by writing sentences showing the progression of word symbols from abstract to concrete.

Follett, Gr. 5, pp. 102, 104-105
Follett, Gr. 6, pp. 195-196

(6) Use a picture of a forest to motivate considering the idea of abstractness or lack of specificity of a word symbol. Tell what could be in the forest and begin a ladder or several ladders to illustrate abstract to concrete through word symbols:

forest
plants
trees
evergreens
pines

forest
animals
deer
doe

Follett, Gr. 6, p. 195

(6) To motivate interest, view the classroom with an imaginary telescope, pretending to extend it to narrow the view. Begin a word ladder to show abstract to concrete ideas through word symbols.

classroom
furniture
desk
teacher's desk

Have the children make other ladders with general words at the top. Dictionaries might be used to suggest categories. Have each child cut up his word ladder and pass it to a buddy to arrange. Also for summary or review, the teacher might use a scrambled word game, asking the children to arrange the words on the ladder with an abstract word at the top and the most concrete at the bottom (e.g.: entertainment, Sesame Street, shows, TV program).

RELATING TO LITERATURE

(3) Use the poem "Marbles" to reinforce the idea that "marbles" is the class name and the other words are specific names for marbles.

Follett, Gr. 3, p. 200

(3,4) Read the poem "Choosing Shoes" to discuss how specific words make the meaning of the word shoe more exact. Discuss the different types of shoes mentioned. Have the children add to this by naming different kinds of shoes not mentioned in the poem.

Let's Enjoy Poetry, Primary Grades, p. 29

(4) Tell the children that they are going to read a story about cats. Have the children list all the kinds of cats they can think of. Read "Cats for Kansas" to see what specific kinds are mentioned in the story. Have the children pick out other general and specific words in the story. The poem "The Tortoiseshell Cat" can be used to emphasize the same concept.

Magic Carpet, pp. 272-279
Let's Enjoy Poetry, Gr. 4, 5, 6, p. 94

Level

(4) Have the children read the poem "A Bird Came Down the Walk," especially noting the following words: bird, walk, angle-worm, grass, beetle, wall. Discuss how general or exact these words are.

Magic Carpet, p. 160

(5) Read an excerpt from "The Adventure of the Blue Carbuncle" by Sir Arthur Conan Doyle, to note the importance of being specific.

Follett, Gr. 5, p. 172

(5) Read "What Is Purple" by Mary O'Neill to enjoy the imaginative poem and note the specific things which are purple to her.

Follett, Gr. 5, pp. 333-334

(6) Read selections from stories, using an abstract noun in place of a concrete noun. Have children feel the need for word symbols that are specific to improve imagery and therefore understanding. For "The keelboat glittered..." read "The boat glittered" from the first paragraph in the story "Scannon." Read the entire paragraph and from context and experience of the children try to name the type of boat.

Use other selections such as paragraphs two and three from the story "Owl in the Family." Substitute animal for gopher. Develop the generalization that the larger the group to which a word belongs, the less specific the word is.

Mountain Peaks, Gr. 6, pp. 240, 249

RELATING TO COMPOSITION

(3) Have the children write a description on a subject, such as "My Pretty Dress," "The Dog in the Window," "The Cake Mother Baked." Encourage the children to use as many different words as they can to describe specifically the thing they are writing about.

(4) Rewrite the poem "A Bird Came Down the Walk," making the general words in the poem more specific.

Magic Carpet, p. 160

(3,4,5) Have a box of different shoes (ballet, tennis, spiked). Pick up a shoe and generalize that it is a shoe. As the class cooperatively describes the shoes, record the descriptive words on the board. Then have each child choose a shoe and write a specific description of it. Share the descriptions with the class and make a list of specific words used. This activity can also be done with hats.

(5) Have children write a paragraph about how they spent a morning or afternoon. Ask them to be sure to be specific.

(5) Write a poem, rhyming or free verse, patterned on "What Is Purple." Let children choose their own topic. Encourage them to be as imaginative as possible.

Follett, Gr. 5, pp. 333-334

(6) Use an abstract idea in an opening sentence, letting each child take his own specific meaning and write a story. Ideas may be "brainstormed" first with the

Level

class or in groups, if desired or needed. Suggested openings may be:

As the sound of the siren _____.
When he heard the thunderous roar _____.

CONCEPT D: LANGUAGE HAS FOUR MAIN USES: TO INFORM - TO PERSUADE - TO ENTERTAIN - TO ESTABLISH FRIENDLY RELATIONS AND FEELINGS.

DEVELOPMENTAL ACTIVITIES

Level

(3) Duplicate an announcement from a Parent Bulletin issued by your school administration. Ask the children to state the purpose of the announcement. Refer to an announcement which was made on the school intercom. Ask the children why the announcement was made. When they say that it was to tell us such-and-such, elicit or develop the word inform as being another word for tell.

(3) Have the children list signs they see in and about their school which inform ("In," "Out," "Exit," "All Visitors Must Report to the Principal's Office," etc.).

(3) Present several advertisements (a bicycle with a description of the bicycle and its accessories; a doll with its complete description; an automobile with an itemization of its accessories). Ask, "What was the purpose of these advertisements?" The children will probably give the idea that someone was trying to get us to do something (buy). Develop with them the word persuade as meaning the same as "getting someone to do something" or "getting someone to agree with us."

(3) Present a joke or humorous anecdote to the class. Be sure the joke or anecdote has no connection with school and that there is no moral. Elicit from the children the purpose of the joke. They will probably use expressions such as "to make us laugh." Develop the word entertain; have the children find in the dictionary the definition for entertain and entertainment.

(3) Have two children enact a telephone conversation (with or without toy telephones). Arrange for this to be done spontaneously so that the conversation will be of a chit-chat nature. Ask, "Why did Mary call Jane on the telephone?" The children will probably give an answer such as "Just to talk." Bring out the idea that the conversation was for the purpose of maintaining or establishing friendly relations and feelings.

(3) Practice making introductions. The teacher may remind the children that introductions are often for the purpose of making people feel friendly and at ease with others.

(4) Introduce this concept by having the children list all the times they have talked since the beginning of the day. Have several children read their lists. Have the class generalize about the four main uses of language.

(4) Record on pieces of paper several situations that emphasize each of the uses of language. Have a child or group of children choose a piece of paper and act out the situation, letting the other children guess which use of language is being done. This can also be done with props, making it a "grab-bag" dramatics activity.

Level

(4) Have the children explore a newspaper to locate examples (cartoons, articles, ads) of the main uses of language. Discuss their uses and reason for being in a newspaper.

(5) Have children pretend they are at a party where they do not know anyone. Have them explain what they would do so that they could have a good time. (Children should come up with the idea that they would begin speaking to others and try to make friends by this method.)

(5) Ask: When a new child comes into the classroom, what do you think you should do to make him feel at home? If you were a new child in another school, what would you expect and want the other children to do for you? What method would you use for making friends in both instances? (language)

(5) Ask: Pretend you are running for the office of president of your class. What methods would you use to get people to vote for you? (Posters, speeches, entertainment - all depend upon language. Be sure pupils realize this.) What are you trying to do by using these different methods? (persuade)

(5) Discuss with the class the methods the President uses to get the people to agree with what he does. Ask: What are the tools he uses? (TV, radio - language)

(5) List some of the things you might do just for fun. From the list developed, isolate those which depend on language. Ask how they are alike; bring out the concept that language is used to entertain.

(5) Name some people whom you enjoy watching on TV. Ask: Who are your favorite entertainers? What method or tools do they use?

(5) Duplicate the suggested selections or present similar ones from your own reader. Ask the purpose for which each was written.

Inform - "The Homestead Act"
Entertain - "The Bluejay Yarn"
Persuade - "The Notable Thomas Jefferson"
Friendly relations - "The New Neighbors"

Summarize the four purposes of language.

Bold Journeys, pp. 63, 4, 250, 189

(5) Have each child make a presentation using one of the four uses of language. Ask classmates to determine the reason for each presentation.

(5) Discuss why language is important to each of these: city government, education, employers, employees, inventor.

Follett, Gr. 5, p. 87

(6) Set up role-playing situations:

1. A child welcoming a new child in the neighborhood.
2. A child sharing a riddle with another.
3. A child explaining how to travel from here to Annapolis.
4. Two boys trying to persuade another boy to come to the Little League game he plans to skip.

From these situations, generalize the four purposes of language. For a follow-up activity, classify according to the four uses of language programs from a TV schedule, stories in literature, books, articles in newspapers and periodicals.

RELATING TO LITERATURE

Level

(3) Use the song "The Circus Parade" as an extension of the idea that one of the main uses of language is to inform; in this case, to make an announcement of the circus's arrival.

Follett, Gr. 3, p. T27

(3) Use poems such as the following:

"About the Teeth of Sharks"
"Somersaults and Headstands"
"How to Tell the Top of a Hill"

Have the children tell whether or not these poems explain something, or give directions for doing something, or tell how to identify something. Bring out the idea that all of the poems inform.

Follett, Gr. 3, pp. 21, 22, T24

(3) Read to the children the story "Daniel Webster and the Woodchuck." Have the children tell what Daniel Webster was trying to persuade his brother and father to do. Was Daniel Webster successful in his persuasion? What were some of the arguments that Daniel used to win his case? Help the children to identify these arguments as sympathy, mercy, the animal's rights, the nature of the animal.

Follett, Gr. 3, pp. T57-58

(3) Use the poem "Nonsense." Do not give the children the title, however. Elicit from the children that the purpose of the poem is simply to entertain. After the children have arrived at this conclusion, give them the title.

Follett, Gr. 3, p. T80

(4) Have the children reinforce their understanding of the main uses of language by reading the following selections: persuasion - letter on page 106; friendship - letter on page 88; information - "Divers to the Deep," page 178; entertainment - "The Blind Men and the Elephant," page 142.

American, Gr. 4, pp. 88, 106, 142, 178

(4) Read "Herbert's Pony" to find examples of persuasive language. Have the children discuss ways they would have convinced Herbert to let them ride his pony.

Magic Carpet, pp. 131-141

(4) Read the story "A Game to Play Inside in the City or Anywhere." After listing the directions for the game, have a child demonstrate the game from the information given.

Open Highways, Gr. 4, pp. 22-23

(5) Have the children read for entertainment:

"The King's Legs"
"Wolf and Grizzly Bear" - poem for choral reading
"A Vote for a Beard" - for information and persuasion

Sounds..., Gr. 5, pp. 192, 170, 172

Level

(5) Have the children read "Harriet the Spy" by Louise Fitzhugh. Have them role-play Harriet's solution to the problem she had created when she made everyone angry at her.

Follett, Gr. 5, p. 261

RELATING TO COMPOSITION

(3) Have the children write directions; for example, how to go from a particular classroom to the principal's office, or what we should do when the fire bell rings. Give step-by-step procedures. The children may have an opportunity to write an invitation in which they must take care to tell the why, when, and where of the occasion for which the invitation is issued.

(3) Have children write an announcement of an up-coming event in the school.

(3) Have the children write an advertisement in which they try to persuade someone to buy a puppy, a kitten, a used bicycle.

(3) Have children write a friendly letter to a relative or a classmate who has moved away.

(3) Encourage the children to write jokes and limericks specifically to entertain.

(3) Have small groups write a report of a trip or class activity for the school newspaper, the purpose of which is to inform others of what occurred.

(4) Introduce the friendly letter to the class. The children may introduce their family to the teacher by means of a letter. This activity may be discussed to emphasize informing, entertaining, and establishing friendly relations.

(4) Have the children write down several of their favorite jokes or rhymes to emphasize language for entertainment. Incorporate this creative writing in a class joke book.

(5) Encourage each child to write a poem or a funny story.

(5) Encourage children to make posters or ads trying to persuade people to attend a party, a meeting, etc.

(5) Have the class write a letter welcoming a newcomer to school or to a party.

(5) Have each child write a paragraph giving information about some hobby, animal, or subject in which the writer is particularly interested.

(6) Have the children write letters to illustrate one of the uses of language. Arrange children in groups of five and have each child in the group read his letter to the others in the group. Have members of the group decide the use of language in the letters. Each group should select one letter to be read to the class. Examples of actual business letters, on subjects of children's interest or of community interest, may be introduced by the teacher either as motivation or for extension.

CONCEPT E: WORDS ACQUIRE CONNOTATIONS AS A RESULT OF INDIVIDUAL OR GROUP ASSOCIATIONS WITH THEM.

DEVELOPMENTAL ACTIVITIES

(3) Have the children name the kinds of pets they have. Ask, "What do you think of when

Level

I say 'horse'?" List the children's answers. Give the children other general, class nouns, such as dog, automobile, color, and have them list specific words and phrases under each class name. (Accept words of any form class.)

Dog	Automobile	Color
poodle	large	red
small	red	green
brown and white	speedy	neon signs
	high-powered	blazing
		flashed

(3) Use a word such as automobile and have the children determine how an automobile manufacturer, an automobile salesman, a teenager, and a father would view and describe an automobile.

(3,4) Have children bring in a common object which means something special to them (rabbit's foot, rock, pencil). Have them hold up their object and have another child describe it. Then have the owner tell about it relating why it is special to him. This can lead into a discussion of some other words that have special feelings associated with them (connotation), such as home.

American, Gr. 4, p. 198

(4) Read a list of words that name foods to get reactions from the children (spinach, liver, jello, tomatoes). Discuss how these words evoke different feelings depending on the child's experience with the word. The children can draw up and illustrate their own individual menus of food words that have either good or bad connotations for them.

(4) Make a list of words that have usually one connotation (Ocean City, free play, ice cream, lunch, pets, friends). Discuss how these words are related by their connotations. Place some headings on the board (Happy Words, Sad Words, In-between Words). Have the children make their own lists, then share and compare the lists.

(4) Discuss how certain words that name colors have connotations (black, white, yellow, red, blue, green). Distribute a ditto with people's faces (men, women, children) on it. Have the children label the faces with names of people they have definite feelings about; then choose a color that tells how they feel about each of these people. Discuss the results. (Note: Discussion of the connotations of black and white provides an excellent opportunity to talk about the need for understanding the many meanings these words can have. If these words are included on the list of colors, do not let discussion end with just the simple responses "bad" and "good," but bring in such questions as: "What is meant by 'Black is beautiful'? 'White as death'? When would these be 'happy words'? When would they be 'sad words'?"

T. Resource #4

(5) List words such as flag, politician, mother, gang, juvenile, Orioles. Ask the children the feeling they evoke and what they think of when they hear these words. Ask them to take the list and ask some adult the same question, recording the response. Compare the two lists of reactions with each other and with a dictionary meaning.

(5) Ask children to list words that would be classified as spooky words, happy words, sad words, slimy words, soft words, slow words, dark words, bright words.

(5) List words with related meanings, such as house, mansion, shanty, hovel, and have children draw a picture of each. Discuss why each word evoked a different picture. Ask where they would expect to find each one of these types of homes and also whom

Level

they would expect to find living in them. Point out how different associations have given these words the same connotation for most people.

(5) Role-play the reactions to these words:

hippie - by a policeman; by a teenager
juvenile - by a grandmother; by a professor
cigarette - by a doctor; by a teenager
siren - by a fireman; by a child
picket - by a businessman; by a carpenter

(5) Have children pretend they have been employed to design a sign which would immediately tell someone what is carried by a store. They must not use words, and the signs should be fairly small and very explicit. Encourage them to make the signs as clever as they can.

bakery
coin-operated laundry
ice cream store
drug store
meat market
hardware store
shoe store
jewelry store
toy store

(5) Use a record or tape and have the children listen to different sounds, such as the whistle of a train, the rumbling of a truck, a selection from hard rock music. Ask for the child's reaction to each sound. Discuss parents' and grandparents' reactions to the same sound. Other sounds that could be used: blaring record player, slamming door, running feet, children's voices, drumming on a table.

(5) Ask children to choose between two expressions, such as: "Would you rather have an emerald green or snake green dress?" "Which is more peaceful, an azure blue or electric blue sky?" "Which would a king wear, a crimson robe or a red robe?" Have them give the reason for their choice.

(6) Use paired sentences; for example:

a. George is a liar.
b. George's active imagination sometimes leads him into stretching the truth a little.

Have the children determine their feelings as each pair is discussed. Use dictionaries for the denotations of the words. Introduce the term connotation. Develop a cooperative definition for connotation.

American, Gr. 6, p. 197

Use either a word like "house" or the definition "place of shelter" and ask the children for synonyms. Lead the children into talking about the feelings they have for the different synonyms (mansion - pleasant, shack - unpleasant). Divide the class into groups with a secretary for each. Using the verb go ask the groups to give synonyms. Give each group a card with the name of an object or animal to associate with synonyms for go (racing car: speeds; elephant: trudges; mouse: scampers). Note that mental images are created by the connotation of words.

American, Gr. 6, p. 196

(6) Give the children series of related words (sneak, pal, associate) and have the words classified as friendly, fighting, or neutral words.

American, Gr. 6, p. 197

Level

(6) Ask the children to list some words that could make people angry, hurt, or unhappy if the words were applied to them (coward, bore, fathead, square).

Follett, Gr. 6, p. 187

(6) Complete sentences such as: I am _____(candid); you are _____(blunt); but he is _____(insolent). Use a thesaurus for help. Have the children make up sentences using similar patterns. Discuss the relationship to denotation and connotation concepts already developed with the children.

Follett, Gr. 6, p. 190

(6) Put the following words on the board; alert, bright, merry, carefree, happy, glad, vivacious, jolly, sprightly. Have the children list them in the order in which they would like the words used to describe themselves. Elicit the generalization that because of connotations there are shades of meaning.

Follett, Gr. 6, p. 193

(6) Ask children for synonyms of the word thin. Use a thesaurus for help. Using the list (slender, frail, gaunt, slim, skinny) let the children rate them by a scale of 1 to 5, with 1 standing for a negative reaction, 2 mildly negative, 3 neutral, 4 mildly positive, and 5 positive. Tabulate results and discuss the ones that came out predominately on the negative side and those predominately positive. Use this activity to show how the thoughtful use of language can help people get along better with one another.

Follett, Gr. 6, p. T95

RELATING TO LITERATURE

(3) Use the poem "Yesterday When I Arose." Help the children see that a person's job can influence the way he looks at things.

Follett, Gr. 3, p. T130

(4) Read a part of the story "The Cricket in Times Square." Then classify the words that have feeling connected with them.

Height Words	Color Words	Noise Words
towers	neon	roar
mountains	flashed	hum
	blazing	burble
	reds	

The children may discuss the mental image they get from this descriptive paragraph and how the words used by the author are symbolic of this image.

Magic Carpet, pp. 74-75
Wide Horizons, Gr. 4, p. 394

(4) Read a poem that has many words with related connotations, such as "The Pirate Don Durk of Dowdee" or "The Skinny Bone." Have the children list words that have wicked or scary connotations (black, fierce, scar, groan, moan, creaked). Discuss why these words may have been chosen for the poem.

Let's Enjoy Poetry, Gr. 4,5,6, pp. 240-241
Sounds..., Gr. 4, pp. 16-17

Level

(5) Read the following selections to help children observe that sounds and colors have connotations for people the same as words:

"Song of the Truck"
"What is Brown"
"What is Blue"
"Henry 3" (excerpt)

Follett, Gr. 5, pp. T80, 164, 166, T99

(6) Use the sentence "Caesar was very ambitious." Discuss the children's feelings in regard to the word ambitious. Read "Julius Caesar" for their general impressions. Compare their general impressions with the motivating sentence. Reread and list words or phrases that had emotional meanings ("brilliant military chieftain," "true statesman," "tremendous far-seeing energy and vision," "first modern man").

Mountain Peaks, pp. 314-324

(6) Introduce the story "By Kite String Across the Grand Canyon" by asking the children the words they would use for a person who announced that he would ride a bicycle across the Grand Canyon on a kite string (foolhardy, braggart, stupid). Read the story. Have the children list words they would now use to describe the person (shrewd, clever, ingenious). Compare connotations of the two lists. This could be extended to selecting words that Robert Lawson used to describe other characters in the story.

Adventure Lands, pp. 294-297

RELATING TO COMPOSITION

(3,4) Have the class write a short paragraph about a brownie, elf, or leprechaun. Compare the paragraphs to see how many likenesses appear in the various paragraphs. Ask: "How were these likenesses achieved?" (Use of adjectives - green for leprechauns, little for elf.) Choose one of the paragraphs which is weak in modifiers. (Ask the child's permission.) As a class activity, show how a more exact use of modifiers can make the paragraph more interesting, exciting, and accurate.

(4) Pick a topic that everyone can write about, such as Sounds in School. Divide the class into two groups. Have one group write a paragraph using words that have favorable connotations (hum of work, excited voices, patter of feet). Have the other group write on the same topic using words that have unfavorable connotations (clatter, clang, crash, yelling). Compare the results.

(5) Have children write a happy paragraph, and then change the happy words to sad words.

(5) Have the children write a paragraph on a coming holiday (Halloween, Christmas, Valentine's Day, etc.), using as many words as they can that they associate with each one of these. Duplicate the lists found in each paragraph to show the similarities in connotation.

(6) Give the children pairs of words and ask them to write sentences or paragraphs to show differences in connotation (wit - guile, clever - crafty, gigantic - monstrous). Have sentences or paragraphs read to evaluate inferences (approval or disapproval).

CONCEPT F: THE CONNOTATIONS OF WORDS ARE MORE USEFUL IN PERSUADING PEOPLE TO DO OR TO BUY SOMETHING THAN ARE THE DENOTATIONS OF SUCH WORDS.

DEVELOPMENTAL ACTIVITIES

Level

(3) Collect advertisements about a product;for example, detergents, toothpaste, mouthwash. At first disregard the picture. List the words the advertiser uses to persuade the consumer to use his product. Discuss these words and why their use was effective in persuading certain groups of people to buy the product.

(3) Ask the children to tell how they feel when someone says, "You're chicken," or "I double dare you." Have the children contribute words or expressions from their experiences that cause them to respond or react.

(4) Tape a commercial from TV or radio, or make one yourself that has a number of power-packed words. After playing it, discuss with the class why they would want to buy the product. Replay the tape and have them list specific words from the commercial that would influence them to buy the product. Lead them to recall how certain words gave them positive reactions.

(4) Divide the class into groups and give each group a different product (cereal, shampoo, dog food). Have each group think of an original commercial to present to the rest of the class. Have the class list the words from each commercial that made the product attractive to them.

(4) Discuss the problem of pollution and the need for everyone to be concerned. Have the children try to convince others of this need by making posters which contain words with persuasive connotations. For a slower-working group, a list of words might be on the board to give them a starting point.

(5) Ask the children to observe a series of TV advertisements. Ask them to list the techniques that are used to make the viewer want to buy, as contrasted with what is actually said about the product itself. (Suggestions: certain beverages, automobiles, after-shave lotions.)

(5) Ask children to study a series of ads to determine the differences in presentation. (Bring out the fact that different products are sold to different types of people, and that therefore the appeal is different.)

breakfast cereal - children and mothers
baby soap - young mother
hair cream - young man
detergent - homemaker
cola drink - universal appeal

(5) Have children make a list of phrases and words used in current TV ads. Ask about the emotional impact of these phrases.

"greasy kid stuff"
"the Pepsi generation"

(5) Have them make up ads which would be entirely factual and truthful about a product. Compare their ads with those of the manufacturer of that product.

(5) Ask children to bring in something which they have purchased or used because of an advertisement they saw or read. Have them make an analysis of the ad to determine what made them want to buy.

Level

(5) Have ads from magazines and newspapers collected and brought to class. Have the ads classified as to effectiveness. Try to determine why some are more effective than others. It might be interesting for some children to interview an adult and have him rate the advertisements for effectiveness. This may point out the different appeals that are used for different age groups.

(5) Study the classified ads section. Compare with other types of advertisements. Discuss the success of classified ads, and whether or not this would be a good method for advertising national products.

(4,5,6) Have the children think about people or things that try to influence them. Prepare some situations for role-playing (a young person trying to persuade a parent to allow him to attend a movie or party; a pupil attempting to get a teacher to postpone a test). Analyze the language used. Isolate persuasive words and note the denotations and connotations. Encourage pupils to create situations of their own, working in pairs. Give each child the chance to play the persuader.

Follett, Gr. 6, p. T100

(6) Ask the children to collect advertisements and editorials from newspapers. Have them circle the persuasive language. Discuss its effect on readers.

Follett, Gr. 6, pp. 219-221

(6) Have the children listen to advertisements on television. Analyze with them words and pictures that demonstrate methods used to persuade.

Follett, Gr. 6, pp. 216-218

(6) Select a school project, such as keeping the grounds attractive. Plan a persuasive campaign using handouts and announcements over the public address system. Evaluate its effectiveness as shown by actions of pupils in the school.

RELATING TO LITERATURE

(3) Use the poem "Roar" as a study of the many connotations one word (roar) has. The poem itself is a listing of words and phrases with definite connotations.

Follett, Gr. 3, p. T45

(4) Read the story "The Village That Learned To Read." Discuss the ways in which the characters in the story tried to persuade Pedro to want to learn to read.

American Adventures, Gr. 4, pp. 230-237

(4) Read the story "Brer Rabbit and the Tar Baby." Then have the children read aloud the part in which the rabbit tried to convince the fox to let him go. Discuss the language the rabbit used to influence the fox.

Magic Carpet, pp. 58-64

(4) Read a fable ("Chanticleer and the Fox," "The Fox and the Crow") based on flattery. Have the children pick out the passages of persuasive language.

Peacock Lane, pp. 115-120
Follett, Gr. 4, p. T46

Level

(5) Read the song "The Sound of Music" and, with the help of the music teacher, have the children learn it. Ask whether the hills are really "alive with the sound of music." Would other people necessarily feel this way? Why might the author's feelings be different from ours?

(5) Ask children what the word tree makes them think of. After several children have been heard, tell them that you are going to read a poem in which the author tells what he thinks of when someone speaks about a tree. Bring out the point that the same word or idea may mean different things to different people. Read: "What Do We Plant When We Plant a Tree?"

Sounds..., Gr. 5, p. 164

(6) Enjoy the words, illustrations, and music of the song about food from Oliver.

Sounds..., Gr. 6, pp. 88-94

(6) Read "Nail Soup" to analyze the role of the gypsy. Reread his statements which relate to persuasive language.

Adventure Lands, pp. 66-69

(6) Use a story such as "The Emperor's New Clothes," to discover dialogue that persuades.

Adventure Lands, pp. 81-88

(6) Read or tell "The Beef Tongue of Orula," a Cuban folk tale. Discuss the meaning of the story and relate it to personal knowledge of world events. It could be used to set purposes for studying persuasive language and evoke questions for study.

Follett, Gr. 6, pp. T93-94

RELATING TO COMPOSITION

(3) Have the children write a story telling how a boy behaved when someone said to him, "You're yellow," or how a girl behaved when she was told that she was "a mess." Complimentary terms may be used also and the children may write stories showing how a pleasant name encouraged the character to live up to the name.

(4) Have the children write a letter to a factory in the area, urging them to devise a way to curb pollution. Use some of the language techniques discussed. (Caution: If the letter is actually to be sent, be sure that the firm has not already begun on a pollution-control program.)

(4) Ask the children to write an intercom announcement endeavoring to convince pupils that they should attend a school activity or to keep the school grounds clear of litter. Have the best ones read over the intercom.

(4) Read only the beginning of the story "Brer Rabbit and the Tar Baby." Have the children write their own ending to tell how they would convince the fox to let them go.

Magic Carpet, pp. 58-61

(5) Provide poster paper and let the class construct ads geared to sell a new product. Vary the age and economic levels of the buying public in order to vary types of persuasive language used.

Have the children write imaginatively in activities like the suggestions that follow:

Level

(5) Write poetry depicting the feeling caused by certain people or things such as a baby brother, a lake, a pet, etc.

(6) Prepare radio or TV commercials. These could relate to the drug abuse unit or to an anti-smoking campaign.

(6) Write letters to colonial representatives persuading them to sign or not to sign the Declaration of Independence.

(6) Write a radio script relating to the selection of the site for the nation's capital, using persuasive language.

(6) Write editorials to save "Old Ironsides" or to finance the construction of a base needed for the "Statue of Liberty."

(6) Study dust jackets of books. Write a blurb for a book you have read that would entice others to read it.

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Notes

Teacher Resource #8B

MARMADUKE

"If you think THAT'S funny, you should see him trying to communicate with a tankful of tropical fish!"

Used with permission.

II. LANGUAGE AND COMMUNICATION

CONCEPT A: LANGUAGE IS ONE OF MANY WAYS TO COMMUNICATE. IT IS USUALLY A MORE EXACT WAY THAN THE OTHERS.

DEVELOPMENTAL ACTIVITIES

Level

(3) *Develop the idea that there are many ways to communicate. Present activities covering the following ways to communicate: gestures and pantomime; vocal but wordless sounds; dance; music; art; printed but wordless signs; lights; noise; and silence.

1. Ask the children to say "Yes," "No," "Be still," "Come here" without words, using only gestures. Have the children dramatize other expressions with gestures only; e.g., "Hurry up!" "I'm tired." "You make me mad!"

   Follett, Gr. 3, p. T36

   Have the children pantomime a story or a part of a story. Let the children tell the meaning of their body movements.

   Follett, Gr. 3, p. 8

   Have one child give directions to another child (shut the classroom door or open a window) without using any words or vocal sounds.

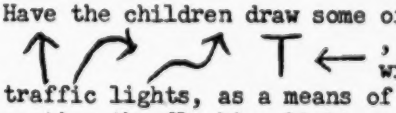
   Follett, Gr. 3, pp. 34, 35, 37-39

2. With a vocal but wordless sound, have the children indicate fright (a screech), fear (an intake of breath), pain (a howl), fatigue (a sigh). The children can play a game, "What am I telling?"

3. Many children have seen a ballet, either live or on television. Have the children who have had this experience tell about it. Are there any words in a ballet? What tells the story? (The movements of the dancers tell the story.)

4. Have the children tell what certain selections of wordless music mean to them. Play a record of a rousing march ("Stars and Stripes Forever") or play a recording of "On the Trail" from Grofé's Grand Canyon Suite. Let the children put into words what the music means to them.

5. Have the children make a picture that tells a story. Caution them not to put any words in their pictures. Let others in the class tell the story they think the pictures tell. Compare the children's stories with the artist's intent.

6. Have the children draw some of the many highway signs they have seen  , and discuss their effectiveness. Follow this with a discussion of the use of lights, particularly traffic lights, as a means of communicating. Well-informed children will mention the flashing lights of a computer, but all children can develop the idea that headlights, flashlights, and house lights tell us something.

7. Develop the understanding that noise communicates, by asking the children to tell the message given us by a siren, the school fire-bell, very loud airplane engines overhead, a sudden increase in traffic sounds in front of one's home, etc. Compare the message of noise with the messages of silence in different

*The seven activities at the third grade level are sequential in development.

Level

places. Ask, "What might silence in and around school mean?" or "What might be the meaning of silence in a church on Sunday morning?" or "When might a city be silent?"

(3,4) Turn on the television set without sound. Have the class watch a show (an action show is good). After watching an episode, have the children try to decide what happened on the show. Discuss what clues they used to decide (gestures, facial expressions). Then lead the children to discover that language (sound on the television) would have made the meaning explicit.

(3,4) Discuss with the children a trip they have taken by automobile. Ask how their father knew what to do while driving (when to stop, where to turn, what kind of road it was). Emphasize that signs and signals were necessary to communicate a message. Have several common signs or signals drawn on the board without words (yield sign, stop sign, railroad crossing). Discuss what the signs communicate and how.

(3,4) Discuss how people show certain emotions (sadness, anger, love, hate, boredom). Write the names of several emotions on small pieces of paper. Have a child pick one piece of paper and pantomime the emotion by using gestures and facial expressions.

(4) Display pictures of people. Discuss with the class what they think the people are thinking or feeling by their gestures or facial expressions. Then use a transparency of children's faces with definite facial expressions. Have the class study the pictures and write captions.

T. Resource #4
Follett, Gr. 4, pp. 52-53

(4) Show signs that have no words but which people "read" (shoe - shoemaker, red and white pole - barber; watch - watchmaker; flag - patriotism). A good sampling of these can be found in Colonial Williamsburg. Ask the children to think of a store they would like to own and make up a sign for the store using no words. These could be displayed on a bulletin board.

Follett, Gr. 4, p. 84

(4,5) Lead a discussion on various ways of communicating which the children employ in the classroom, the playground, at home. Through the discussion help the children to conclude that language is the most precise method of communication.

(5) Say to the children: Pretend that you are in a situation where you cannot speak or use language in any form. How would you let someone know the message you have for him?

1. Pretend your teacher has left the room. The class is noisy; you see the teacher returning. How would you warn your classmates?

2. You are sitting in your seat; the sun is shining in your face. How would you ask your friend to pull down the blind?

3. You feel ill; you must leave the classroom immediately. How would you let your teacher know?

Follett, Gr. 5, p. 30

(5) Have some children who are interested give a report on the different methods of communication which have been used since ancient times. This could be used in conjunction with the communication unit in social studies.

Wilson, Wilson and Erb, Living in the Age of Machine

Level

(5) Present From Drumbeat to Tickertape, a recording of various sounds such as a train whistle, rain, a dump truck, water running. Ask the children what message they get from the recording. Children should realize that sounds other than speech communicate messages. Check library for records.

(5) Show a transparency of several unfamiliar, ancient methods of communication. Initiate a discussion to see if the children can find the similarities among these objects. This may serve as an introduction to a study of the methods of communication. The transparency may contain a picture of a telegraph key, a conch shell, a lighthouse, a hand mirror, a radio, a smoke signal.

T. Resource #5

(5) Present a transparency showing the use of sign language. Discuss the messages which are being conveyed.

T. Resource #6
Follett, Gr. 5, pp. 34, 35

(5) Set aside ten minutes during the day when all communication must be non-verbal.

(6) Prepare slips of paper on which are written words, phrases, or sentences such as "Come," "We won," "I don't want any." Let each child select a slip and act out what he finds on it, using only gestures and facial expressions. Have the children point out the limitations of this type of communication.

Follett, Gr. 6, p. 138

(6) Have a group of children prepare a pantomime of "Casey at the Bat." Discuss what seems to have happened. Repeat the performance with a narrator reading the poem. Compare the effectiveness, to reach the generalization that language is a more exact way to communicate.

Follett, Gr. 6, pp. 140-142

(6) Have the children make a list of sight signals in the community (street markings, barber pole). Tell the message given by each symbol.

Follett, Gr. 6, pp. 146-147

RELATING TO LITERATURE

(3) Read the excerpt from Talking without Words by Marie Hall Ets. Have the children recount how Little Brother talked with gestures. Let the children pantomime what is happening.

Follett, Gr. 3, p. T36

(3) Read to the children "The American Army of Two," or let the children read the story (same title) from More Than Words. Have the children discuss the message the British received when the girls played on the fife and drum.

Follett, Gr. 3, pp. T17, T18
More Than Words, pp. 233-254

(3) Read for enjoyment the poems "I Met a Man with Three Eyes" and "City Street."

Follett, Gr. 3, p. T35

Level

(3) Play the tape of Cinderella, which is an excellent musical version of the story of Cinderella. Have the children tell the story in words after hearing the tape one time.

OIMS #64, Cinderella

(4) Present a transparency of the poem "I Speak, I Say, I Talk." Have the children read the poem aloud, filling in words for the pictures. Do a similar activity for "Comparisons." The children will probably have difficulty naming some of the pictures. Lead children to conclude that while picture-writing is a means of language, it is not as exact as language.

T. Resource #7A, 7B, 7C
American, Gr. 3, pp. 120-121
Sounds..., Gr. 4, p. 335

(4) Read the story The Emperor's New Clothes. Have the children use creative dramatics to communicate through language the problem of the story and the emotions connected with it.

Follett, Gr. 4, pp. T142-144

(4) Read the poem "The Dog's Cold Nose." Discuss the sequence of the story and have the children draw pictures representing it. Then have the children decide which communicates the message of the poem more exactly - the drawings or the original poem.

Follett, Gr. 4, p. T88

(4) Read the story "The Day Numbers Disappeared." Discuss how we are dependent on numbers. Relate this story to language by discussing our dependency on language.

Sounds..., Gr. 4, pp. 368-371

(5) Have some of the children pantomime a short fairy tale, such as "Little Red Riding Hood." Do not reveal the title of the story. Let the rest of the children tell the story from the pantomime.

(5) Read the poems "The Sound of Water" and "The Sound of Fire" to the children. Do not read the titles; let the children tell you what each poem is about.

Follett, Gr. 5, p. T16

(6) Read "Paul Revere's Ride" to discover the kind of communication used and the message given.

Follett, Gr. 6, p. T69
America is My Country, pp. 162-165

RELATING TO COMPOSITION

(3) Show the children several reproductions of paintings by famous artists; e.g., "Red Horses" by Franz Marc, "The Gulf Stream" by Winslow Homer, "The Railroad Station" by Claude Monet. Have the children choose a picture and write a paragraph telling what the picture tells them.

Understanding Art by Kainz and Riley
Famous Paintings by Alice Elizabeth Chase

Level

(3) Have a group of children write a skit in which one child pantomimes the parts of all the characters.

(4) Show pictures of people with well-defined facial expressions. Have the children imagine they are one of the people and tell what has happened to make them have that expression.

Follett, Gr. 4, pp. 52-53

(5) Have children compose their own "Sound of _____" poem.

Follett, Gr. 5, p. T16

(6) Help children do research on symbols of the United States, such as the flag, the eagle, Uncle Sam. Have them write a story in the first person to communicate the meaning of the symbol.

CONCEPT B: LANGUAGE IS A DISTINCTLY HUMAN WAY OF COMMUNICATING; ANIMALS CANNOT TALK.

DEVELOPMENTAL ACTIVITIES

Level

(3) Discuss with the children how human beings communicate; that is, they choose to utter certain patterned, purposeful sounds that transfer their thoughts. Animals communicate through sounds, but their sounds are instinctive and involuntary rather than selective, so far as we know. Since we believe that choice is not a characteristic of the animal's communication, animal sounds are, therefore, not considered language. Human sounds, for the most part, are considered language because they communicate thought, the purpose of language.

(3) Let children who have visited a zoo tell the other children what they observed about specific animals. Have them describe the movements and sounds of various animals to see if other children can guess the animals.

Follett, Gr. 3, p. T107

(3) Discuss with the children how animals communicate with each other. Ask: What things do they communicate? What things don't they communicate? Have the children make a list enumerating the do's and don'ts.

(4) Play a tape of different animal sounds (parakeet, dog, cat). Discuss what the animals might be saying. Have the children observe a pet for a few days and list the different ways it communicates (scratch, wag, sit up). In class, pick two or three animals observed by the children and list the ways of communicating.

(4) Have role-playing in which several children are pets, or pets and a master. Have them use the information from the list of ways pets communicate to act out a situation. The class can guess what the pet is trying to "say."

(5) Ask: If you were hungry and wanted something to eat, how would you let your mother know? If your cat is hungry, how does he let you know? Suppose your cat wants to go outside, or your dog wants to come inside, how does he let you know? What are some of the other things your pet can tell you? Can you think of ways an animal which is not a pet might give you a message? Do animals communicate with each other? What are the ways in which animals communicate differently from you? In what ways do they communicate like you? Conclude with the children that animals do communicate, but man is the only one who uses language.

Level

(4,5,6) Develop some understanding of the way human speech sounds are formed, through a study of human structure. Note the dual use of speech organs. Have the children practice making sounds. This can be developed with science units concerning sounds in grade 4 and skin, bones, and muscles in grade 5.

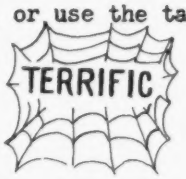
American, Gr. 6, pp. 184-186

RELATING TO LITERATURE

(3) Read the poem "Old Lucy and the Pigeons." The children can deduce that Lucy Lindy could talk to the pigeons, but they couldn't understand her. Ask: Why? In what ways did she talk to them? Can animals and humans communicate? In what ways? How?

Sounds..., Gr. 3, pp. 12-16

(3) Read for enjoyment a chapter-a-day of Charlotte's Web, or use the tape for part of the story.



Charlotte's Web by E. B. White
Tape - OIMS #63

(3) Read for appreciation and enjoyment other literary works that tell the story of the talking beasts:

Puss in Boots by Charles Perrault
The Little Island by Golden MacDonald
Curious George by Hans A. Rly
Bremen Town Musicians Tape - OIMS #13

(3) Play the record "Talk to the Animals" for appreciation and entertainment.

(3,4) Have children dramatize the animal sounds in the poem "I Speak, I Say, I Talk" by Arnold Shapiro.

T. Resource #7A, 7B, 7C
American, Gr. 3, pp. 120-121

(3,4) Let the children read the book Mr. Popper's Penguins or an excerpt. Have the children express ideas about the sounds of the penguins in the book. The following types of questions could be asked to stimulate answers:

Do the sounds of the penguins communicate their thoughts or feelings?
Is the "penguin language" in any way like the human language?
Do the sounds "ork" and "gook" convey different meanings?

The children would enjoy play-acting this selection.

Mr. Popper's Penguins by Richard and Florence Atwater
Better Than Gold, pp. 257-271
Enchanted Isles, pp. 43-53

(4) Read the story "Champions of the Peaks." Discuss how the different animals communicate with each other. Compare with the way human beings might communicate in the same situation.

Joys and Journeys, pp. 384- 393

(5) Read for enjoyment and expression of animal communication:

"Meeting" by Rachel Field

Level

"Bullied by Birds" by Arthur Guiterman
Across the Blue Bridge, pp. 39, 40

Choral Reading: "The Sandhill Crane" by Mary Austin
"The Camel's Complaint" by Charles Edward Carrye

Let's Enjoy Poetry, Gr. 4,5,6, pp. 7, 164

(5) Read "Story of Doctor Doolittle" for enjoyment of animal conversations.

Silver Web, p. 124

(6) Read for enjoyment animal stories, such as "Dangerous Journey," "Elsa Meets Other Wild Animals," and "Elsa Gets an Education." Ask: When might it have been helpful for the animals to be able to communicate with speech?

Mountain Peaks, pp. 206-223, 226-238
Cavalcades, pp. 191-201

(6) Have children read stories in which animals are given human attributes. Discuss ways the authors bridge the gap between animals and human beings' personalities, traits, and problems.

Adventure Lands, pp. 146-154; 311-323
Treasure Gold, pp. 322-337

(6) Use the poem "The Ambiguous Dog" as a study of animal communication. Develop the meaning of the word "ambiguous." Discuss the messages the dog is transmitting. Discuss the problem the receiver is having and his solution.

Follett, Gr. 6, p. T67

RELATING TO COMPOSITION

(3) Display several pictures of animals. Ask the children to write statements for the pictures which would convey the animal's thoughts to us if the animal could speak.

T. Resource #8A, 8B
SVE Picture Collection

(3) Write an imaginary conversation that might take place between two animals.

(3) Write a rebus story in which several animals are named through pictures. Write the sounds each animal makes beside the picture.

B-z-z-z-z

(4) Show interesting pictures of several animals, fish, insects, or birds. Have each child pick one and write an imaginary story about what his animal might be trying to communicate.

(4) Show pictures of animals, insects, and birds. List their names. Either individually or as a group write a noun-verb pattern poem. The verb should be a sound the animal makes or the way the animal communicates. (Fish - gurgle; dog - bark.)

Level

(5) Have children write a composition relating to a topic in which some sort of communication takes place between an animal and a human, or among two or more animals.

(6) Motivate children to select two animal friends or enemies; give them human characteristics, personalities, and speech. Invent a problem involving the two animals and write a story with conversation.

CONCEPT C: IN ORDER TO COMMUNICATE, THERE MUST BE A SPEAKER OR WRITER, A LISTENER OR READER, AND SOMETHING TO COMMUNICATE - THE MESSAGE.

DEVELOPMENTAL ACTIVITIES

Level

(3) Have the children do the exercise "Giving Directions," for practice in giving exact directions.

American, Gr. 3, p. 181

(3) Let the children play the game "Simon Says." Encourage them to give specific oral directions in the game.

(3) Have children role-play telephone conversations in class. Perhaps one child could call another child to give specific directions about getting to the park, to the zoo, etc.

(3,4) Help the children realize that three essential ingredients are needed to have communication; that in oral communication a speaker, a listener, and a message are needed. Give a verbal direction, such as, "Let's line up for play time." Ask children the following questions:

Who was the speaker?
Who did the listening?
What was the message?

Several other directions could be given so that the repetitive procedure would reinforce the concept that a speaker, a listener, and a message are needed for oral communication.

(4) Have the children think of all oral communication that took place before school. Have them list these on the board under the headings: Speaker, Listener, Message.

(5) Set up a hypothetical situation: Pretend you are marooned on a desert island. Could you carry on any of the main functions of language? By what means could you use language to entertain? (Recite poetry - sing) Whom would you be entertaining? (Yourself)

Ask the same questions in relation to persuading, informing, and establishing friendly relations. Discussion should bring out the fact that in most instances

Level

it is necessary to have a second party present in order to carry on the true functions of language. Summarize the discussion with the question, "What three things are necessary in order to communicate?" Identify the speaker, the listener, and the different types of messages. Sometimes, one person may be both the speaker and the listener, but the message cannot always perform all functions of language - persuading, informing, or establishing friendly relations - unless a second party is present.

(6) Have the children try a "gossip chain." Tell a child a story and have him repeat it to another child, then another (perhaps ten) privately. Have the last child tell the story to the class. Compare this with the original. Discuss why the changes took place. If possible, tape-record the children as they tell the stories. Play back the tape so that they can hear how it changed in the transmitting. Generalize that the "gossip chain" needed a sender, a message, and a receiver.

Follett, Gr. 6, p. T64

(6) Use a chart form to develop a communication chain by getting the information from children.

Sender	Message	Means	Receiving Sense	Receiver
policeman	stop	whistle	hearing, seeing	driver
shipwrecked sailor	help	note in a bottle	seeing	rescuer

Give children additional situations to chart. Also give situations where the communication chain is sometimes complete and sometimes incomplete, and have the children spot any weaknesses in the communication chain.

Follett, Gr. 6, pp. T65, 134-137

(6) Develop a more complicated communication cycle using the diagram and suggestions in Our Language Today. Consider barriers to effective communication.

American, Gr. 6, pp. 181-183

RELATING TO COMPOSITION

(3) Examine a passage in a reader which does not have direct quotations, and help the children identify the author as the writer, themselves as the reader, and the content as the message.

(3) Read the poem "Old Lucy and the Pigeons" to the children. Call attention to the fact that Lucy Lindy served both as a speaker and a listener, and communicated the message to herself. This poem excellently illustrates "talking to oneself."

Sounds..., Gr. 3, pp. 12-16

(4) Read several fables. Discuss the speaker (Aesop), the listeners, and the message (moral). Emphasize why these messages still apply to us today. Fables can be located in the following books:

Follett, Gr. 4, pp. 76-77, T46
American, Gr. 4, pp. 163-167
Windy Hills, pp. T161-163

Level

Peacock Lane, pp. 142-144
Sounds..., Gr. 4, pp. 102-104

(4) Read the poem "I Meant to do my Work Today." Discuss the message, the speaker and the listener. Have the children think of situations in which they procrastinated.

Let's Enjoy Poetry, Gr. 4,5,6, p. 268

(5) Use selections of poetry; have the children identify the speaker, the listener, and the message. Example:

"Noise" by J. Pope
"The Magic Piper" by E. L. Maise
"The Grasshoppers" by Dorothy Aldis

Let's Enjoy Poetry, Gr. 4,5,6, pp. 161, 184, 233

(5) Use selections of prose following the same procedure as above, asking for identification of the purpose of the message as well.

(6) Make a transparency of the poem "Communicating" by Jean Little. Discuss the meaning of the poem. Have children give examples of talking without communicating.

Follett, Gr. 5, pp. T64, 132

(6) Read the poem "The Blind Men and the Elephant," to discover why communications failed.

Follett, Gr. 6, p. T65
Mountain Peaks, Gr. 6, pp. T227, 228

(6) Read "Song of the Wooden-Legged Fiddler" to discover the sender (sailor), the message (love of sea), the receiver (all who love the sea).

Let's Enjoy Poetry, Gr. 4,5,6, pp. 92-93

RELATING TO COMPOSITION

(3) Have the children write an invitation to another class asking them to come to their classroom for some specific purpose. Make sure the children convey the correct directives (who, what, where, and when) in the stated message.

(3) Let the class compose an article for the school's newspaper, especially during the holidays, to convey a message of greetings.

(3) Have the children write messages for "Radio Free Europe" to let foreign children know about life in America.

(3) Have the children write a public service announcement of a play, a fair, etc., to be sent to a radio or TV station for broadcasting.

(4) Write a moral (message) on the board. ("Flatterers are not to be trusted," "Don't count your chickens before they hatch.") Discuss its meaning. Have the children write a story, perhaps in fable form, that illustrates the moral. Discuss to whom they might want to relate the moral (listener).

(5) Have the children compose a paragraph entitled "Talking to Myself" for the purpose of entertainment.

Level

(5) Have the children write a letter to a friend or relative and identify the writer, the reader, and the message.

(5) Let the class write thank-you letters to people who were of service to them during a field trip. Have the children identify the three necessary parts of communication

(5) Ask the children to write a "sales pitch" for a favorite toy or article. Identify the writer, the listener, and the message.

(6) Duplicate a cartoon strip, omitting the dialogue. Have the children study the frames to identify the sender and the receiver. Then have them fill in the message. Share individual efforts within groups. Have each group select its best one to dramatize to the class.

CONCEPT D: IN ORDER TO COMMUNICATE IN WRITING, PEOPLE MUST HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOLS.

DEVELOPMENTAL ACTIVITIES

Level

(3) Have the children write a short message substituting a number for each letter of the alphabet (1 as "a", 2 as "b", etc.). Emphasize that the code must be known before the message can be read.

American, Gr. 3, pp. 6, 51

(3) Write a sentence on the board in code. An interesting one is made by moving each letter of the alphabet back one position; e.g., a = z, b = a, c = b, etc. The sentence "The cat ate a fish" becomes in code, "sgd bzs zsd z ehrg." Have the children make a code of their own by changing the order of the letters in the alphabet. The children may then like to write sentences to each other to show that familiar words cannot be understood unless the new arrangement is known to the reader.

(3) Have the Cub Scouts and Brownies in the class bring their Scout Manuals to class and share with others the sign-language of the deaf. If they can, have them "say" a few words to one another before explaining the code used by the deaf.

(3,4,5) Have the children discuss other codes; e.g., Morse code, Braille, and Semaphore. Dictionaries give these codes. Discuss why it is necessary to have these methods of communicating. When are they used? By whom are they used?

(4) Use the picture on page 1 of Our Language Today, Book 4 to motivate the discussion of symbols. Discuss why we cannot read the chart on that page. Ask who might be able to read it. Have the pupils imagine that the picture is of a first grade in their school. What symbols would they see then on the chart in that case?

American, Gr. 4, p. 1

(4) Discuss with the children how a rancher knows which cattle are his. Lead them to discover that a code is used by the ranchers. Ask if they could understand the code. Why not?

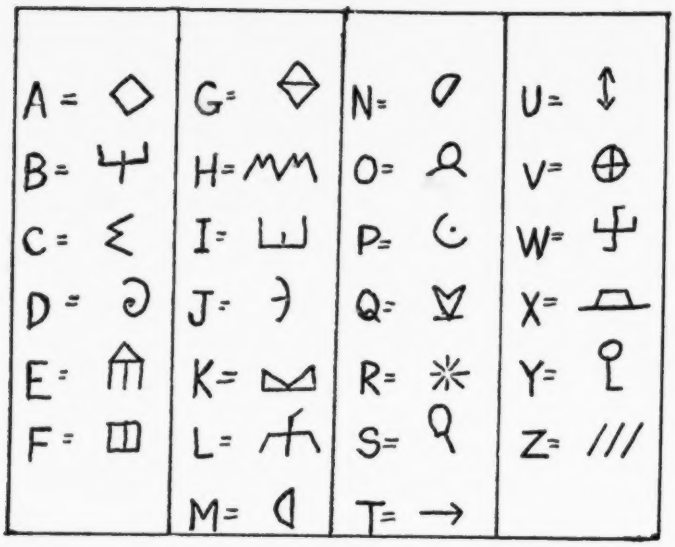
T. Resource #9

(4) Divide the class in half and have each group write a sentence in code, using one

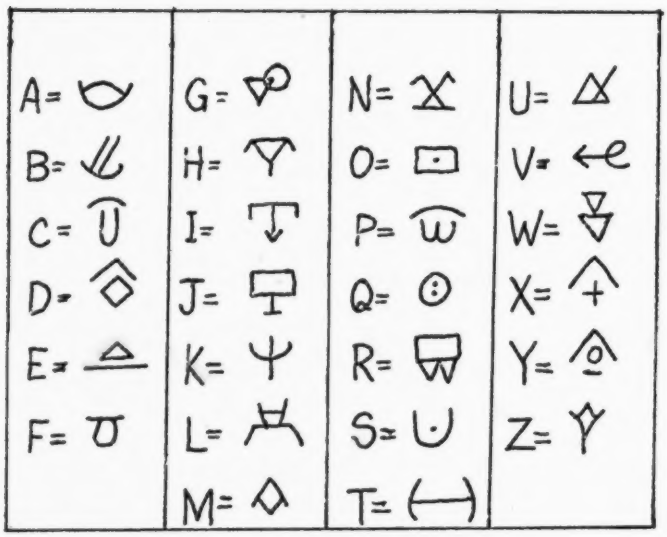
Codes and Alphabets

(Taken from Teacher Resources #9 and #11)

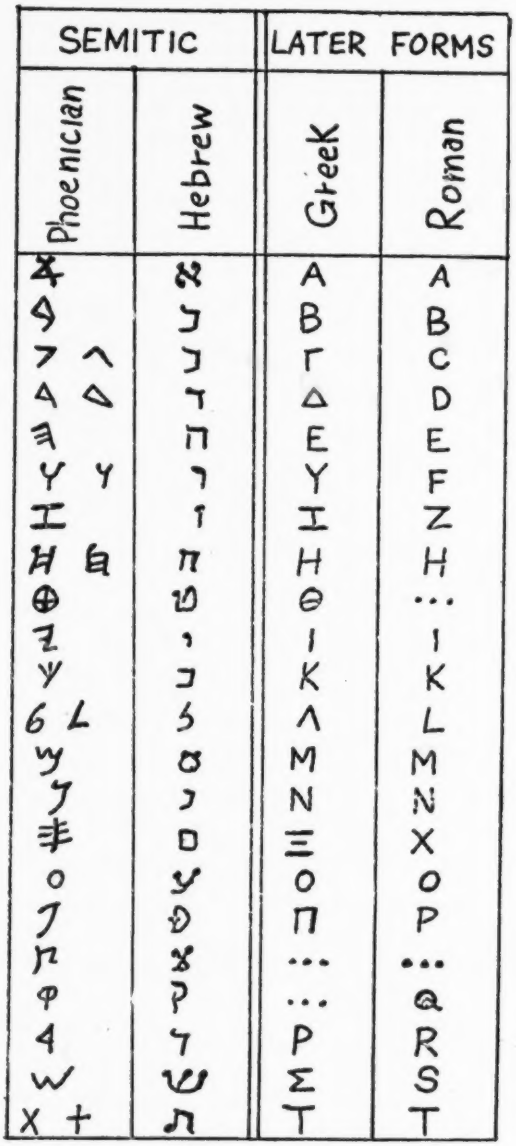
Indian Code



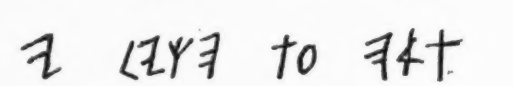
Cowboy Code



Alphabets



I LIKE TO EAT.



Level

one of the codes given in T. Resource #9. Have the other group decode the message.

T. Resource #9
From Codes to Captains, pp. 24-25

(4) Distribute copies of any music book. Have members of the class tell the meaning of the music symbols. The music teacher would be a good resource for further discussion.

(4) Have a coded message in a secret language, such as Pig Latin, written on the board. Have the children decipher the secret language. Discuss how it was formed and why children might use it.

Joys and Journeys, p. 297

(5) Present the following words to the class: chemist's braces, gramophone, drawing pins, goods wagon, lorry, cooker, petrol, bonnet, car park, bobby. Ask for an explanation. Explain that these are English terms. After having them try for meanings, give them the American equivalents. Have the children conclude that to understand these terms it is necessary to know the code.

Follett, Gr. 5, p. 75

(5) Present overhead projectuals illustrating picture-writing from the Indians. Have the children translate the picture. Bring out the fact that agreement on the meaning is more difficult than with writing. An interpretation of the Teacher's Resource is as follows:

Interpretation of first picture:

The drawing says: "Chief Running Antelope killed an Arikara brave." The name "Running Antelope" is depicted by the antelope between the horse's feet, and any Red Indian would know that the dying man was an Arikara because of his clothes and hair style.

Interpretation of second picture:

This is a letter sent by an American Indian to his son in another part of America. The father's name was "Turtle following turtle's wife." The two turtles are drawn above the figure of the father on the left. The son was called "Little Man" and the name was drawn twice against the portrait of the son. The hooked lines coming from the father's mouth mean, "Come to me." The 53 small circles represent coins the father had arranged for his son to have for the journey.

T. Resource #10

(5) Present to the children a selection composed of the old Phoenician alphabet. After a discussion of why the children cannot read it, tell them what type of writing it is. By referring to a chart of the symbols, let them translate the writing. After the children have done this, ask why they were able to translate the selection. It should be concluded that they were successful because they knew what the symbols stood for.

T. Resource #11
Living in the Age of Machines by Wilson, Wilson, and Erb, p. 26

(5) Present overhead projectuals including common symbols; discuss their meanings and why they are easily understood. (Include flag, skull and crossbones, heart, dollar sign, donkey, elephant.)

T. Resource #12

Level

(6) Recall with the children the way men have kept records without a written language (ropes with knots, pictures, beads). Show a set of first grade pictures and ask the class to try to get the message. Discuss and generalize that these methods of communication will work only if the symbols are understood by the sender and the receiver.

Follett, Gr. 6, pp. 1, T13; 12

(6) Introduce the children to early writing systems and show how our alphabet evolved.

T. Resource #11
Follett, Gr. 6, pp. 13-17, 25-31

RELATING TO LITERATURE

(3) Read to the children, over a period of several days, "The Helen Keller Story" by Catherine Owens Peare. Children will want to discuss the unique method of communication.

Vistas, Book 5, pp. 397-490

(3) Let children read the story of Louis Braille if they are using the Macmillan Series, or the teacher may read the story to the class. Discuss Braille's invention and compare it with other methods he had used before he developed his system of writing for the blind.

More Than Words, pp. 59-68

(3) Excellent books for children to use to study the development of written symbols are:

The Magic of Words by Arthur Alexander
A is for Apple, and Why by Solveig Paulson Russell

(4) Read a selection on the Morse code. After discussing the information have the children write messages in code and share them with a partner.

Open Highways, Gr. 4, pp. 196-197
Follett, Gr. 4, pp. 131, T81

(4) Read "What Codes Are and How They Are Sent" or "A World of Codes and Ciphers." Appropriate activities are included.

From Codes to Captains, pp. 16-32
Joys and Journeys, pp. 291-296

(6) Read for enjoyment and information "Four Boys and the French Cave of Lasaux" or "Where's Robot?" Discuss the importance of the discovery of the cave paintings. If both selections are read, compare the authors' treatment of the subject matter.

Treasure Gold, pp. 136-143
Launchings and Landings, pp. 199-208

(6) Read to the class for information "The Riddle of the Rosetta Stone."

Follett, Gr. 6, pp. T24-26

(6) Read to the class "How the First Letter Was Written." Discuss the limitations of drawings and the resultant confusion. Then read aloud "How the Alphabet Was Made" and discuss the advantages of having a code that is mutually understood.

Level

Follett, Gr. 6, pp. T14-19
Just So Stories by Rudyard Kipling

(6) Read "How to Make a Language" and discuss a made-up language like Esperanto. Develop the understanding that languages have spelling, word-order, tense, and punctuation "rules." Discuss a procedure for making a language (sounds, words, order).

Launchings and Landings, pp. 36-43

RELATING TO COMPOSITION

(3) Let the children make greeting cards and use a coded message. This is particularly good for Valentine cards.

(3) Give the children an opportunity to write sentences to one another in code. The child receiving the message must try to answer in the same code.

(4,5) Have children construct their own alphabets and write messages using them. Place these with translations on a bulletin board.

(5) Have children make up their own picture writing in connection with a social studies unit and an art class.

(6) Follow up the use of the story "How to Make a Language," by having the children make up a simple language using one plan as suggested in the article. Have children list the rules for their language and write a brief paragraph in that language.

Launchings and Landings, pp. 36-43

(6) Write a fictional "how to" story after hearing Kipling's story. Invent a code similar to Morse code or music notation. Try to have stories entertain and inform.

CONCEPT E: WHEN PEOPLE SPEAK OR WRITE, THEY MUST CONSIDER THE AGE, INTERESTS, AND BACKGROUNDS OF THEIR LISTENERS OR READERS.

DEVELOPMENTAL ACTIVITIES

Level

(3) Have the children discuss how they might write about a recent field trip (or other class activity) for the school newspaper. Follow this by discussing what they would write of the same trip in a letter to Grandmother or some other adult. Then discuss how they would write about the same trip in their diaries. (See the continuation of this in the Relating to Composition section.)

(3) Set up a dramatization with the children playing various roles in which the same incident will be told to a peer on the playground; as a report in the classroom; to a member of the family group (identify the audience). Have the children notice the different vocabulary appreciated by each group.

(3,4) Read to the children a few pages from a pre-primer. Ask them if this book was written for them. For whom was the book written? Follow this by reading to the children a few sentences from a technical book, such as a college-level book on chemistry or electricity. For whom were these books written? Have the children discuss why these books were not written in language they can understand now.

Follett, Gr. 4, p. T76

Level

(3,4) Have the children do some role-playing using different hats (baby cap, beanie, mother's feathery hat, father's hat). Have the children pick out a hat and put it on. Then have them tell about an incident (vacation, party, trip) using the appropriate language as implied by the hat they chose. Discuss how their vocabulary changed and why.

(4) Have a first grader and a sixth grader come into the class and tell what they know about the space program. After they have gone, have the class discuss the differences in background, age, interest, and vocabulary. Discuss how these characteristics influenced their talks.

(5) Let the children read several copies of the Weekly Reader or Reader's Digest written on different levels. Discuss with the children the difference of presentation. Ask: Which do you prefer? Why do you suppose the papers are not all written the same? The conclusion should be reached that the material is written to be presented to children of different grade levels, and some would not be suitable for presentation to children of other age levels.

(5) Have a child pretend that he has been in a fight with a classmate. Have him dramatize how he would tell the story to his mother, his teacher, his best friend.

(5) Assign a presentation: Pretend you are telling your neighbor about some of the interesting things you did on your vacation. Then tell about your vacation to his son or daughter of your own age. Discuss the differences in the presentations.

(5) Have children show how they would greet (a) a buddy (b) their mother (c) the principal of the school (d) a congressman.

American, Gr. 5, p. 26

(6) Assign role-playing activities to pairs of children. Then have the children reverse roles. Have some presented to the class, so that the children note that vocabulary, tone of voice, topic of conversations vary with age and interests.

teen ager	-	teen ager
teen ager	-	young brother or sister
teen ager	-	parent
teen ager	-	grandparent
student	-	principal

Let children suggest other pairs and develop situations to inform, persuade, develop friendly relations, entertain.

(6) Use situations for role-playing that have the same basic plot but involve different people. For example, a teacher has scolded a pupil for something he didn't do and he is (1) explaining it to his friend, (2) explaining it to the principal.

Follett, Gr. 6, p. 161

RELATING TO LITERATURE

(3,4,5) Have the children read, or read to them, passages from books written by the same author for different age levels, for example, Blueberries for Sal and Homer Price by Robert McCloskey, or Just So Stories and The Jungle Book by Rudyard Kipling. Have the children discuss how the same author has changed his style and vocabulary because he is writing to a different audience.

(4) Read or play parts of Winnie the Pooh. Discuss which other age groups might enjoy this selection and how we might make it more easily understood by younger children.

Level

Discuss differences in ways various characters - children, men, women - talk.

(4) Read "Bees" and have the children discuss the information learned in the story. Discuss how they might rewrite this as a science report and how the interest changes.

Sounds..., Gr. 4, pp. 107-117

(4) Read the selection "Language for Different Times and Feelings." Discuss the questions and ideas presented.

Joys and Journeys, pp. 363-364

(5) Have the children read the same fairy story as written in a Little Golden Book and as written in an anthology for older children.

(5) Read several poems and decide for whom they were written.

"Boats Sail on the River" by Christina Rossetti
Let's Enjoy Poetry, Gr. 4,5,6, p. 290
"Only My Opinion" by M. Shannon
"The Woodpecker" by E. Roberts
Busy Harbors, pp. 189, 187

(6) Read two versions of the story "Tom Tit Tot" to see that an author writes to suit the reading audience he addresses. Discuss why the style was changed in It Must Be Magic (written for fourth graders for independent reading) and which version they enjoyed the most and why (probably dialect in Hollowell).

It Must Be Magic, p. 61
A Book of Children's Literature by Hollowell, p. 80

RELATING TO COMPOSITION

(3) Have the children write short stories, descriptions, and explanations for the first grade. The first one could be written as a class project; thereafter, the children could work in groups, pairs, or individually. Make a collection of the writings and present it to the first grade.

(3) After the children have discussed their field-trip (or other class activity), help them to understand that what they want to tell themselves in a diary may be very different from what they will tell Grandmother or some other adult. Help them to see also that when they write an account for the school newspaper, their account will be very orderly. Develop with the children the feeling for the several styles - casual, friendly, and formal. Have the children write about the same activity for themselves (diary), for an adult friend, and for the school newspaper.

(4) Have each child write a letter to a first grader and to a sixth grader, inviting them to their classroom or telling something of interest. Compare their vocabulary choice and style of writing.

(4,5,6) During the Christmas season the first graders might write letters to Santa Claus. Intermediate grade children could answer these letters as if they were Santa. Discuss the points necessary to make them believable Santas.

(5) Have each child take a favorite story from a literature book and rewrite it for reading to a first grade group in the school.

(5) Have the children write a one-page, school newspaper to be presented to the second grade and a similar paper geared for the fifth grade. Compare their vocabulary choices and styles of writing.

Level

(6) Think of some interesting, exciting, or newsworthy event the class witnessed or one in which they participated (school play, field trip). Divide the class into groups. Have one group write about the chosen event for a close friend of he same age; another group, for the school newspaper; another group, letters to grandparents; another group, radio announcement. Have a representative from each group read the group effort to the class. Ask in which articles the writers used the most vivid words, in which they were most factually accurate, and in which they were most concise. Draw some conclusions about the way the writing changed as the reading audience changed.

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Cinderella. Minn. Otan. TSC-E-461.14 min. mono. 7" 3 3/4 ips. OIMS #64

Bremen Town Musicians. Minn. Otan. TSC-E-461.14 min. mono. 7" 3 3/4 ips. OIMS. #13

Notes

III. STRUCTURE OF LANGUAGE

[N.B. The entire bulletin, The Study of the English Language, K-6, deals with the structure of language. The activities given in this section are merely supplementary.]

CONCEPT A: ALL LANGUAGES HAVE SYSTEMS THAT COMMUNICATE MEANING. THE TWO MAIN PARTS OF THE SYSTEM ARE THE VOCABULARY CODES AND THE GRAMMAR CODES.

DEVELOPMENTAL ACTIVITIES

Level

(3) Put on the board two lists: common nouns in English and their equivalents in another language. A few suggestions follow:

English	French
boy	garçon
man	homme
woman	femme
dog	chien
cat	chat

Discuss the vocabulary difference between the two different languages. An amplification of this is found in a teacher's resource.

T. Resource #3A, 3B

(3) Discuss the function of verbs. Following the discussion, have the children do the exercises below.

American, Gr. 3, pp. 108-110

(3,4,5) Place on the board a sentence with some nonsense words in it, such as:

The glubbish sat by the crodel.
The squiggles rode their blimple on the bloop.
The children were glurching in the crip.

Help the children realize that the nonsense words must be replaced with the correct form-class word in order to decode the meaning of the sentence. Emphasize the fact that the children must know the grammar code in order to make the substitutions. Have children dictate sentences which include nonsense words, and place them on the board for discussion purposes.

(4) Have a foreign person speak on the similarities of and differences between his language and English. Let him stress the difficulties he has in learning English.

(4) Help the children understand that it is necessary for us to understand the vocabulary for another language if it is to have any meaning for us. The following activities will develop this understanding:

a. Foreign-word Bingo: Place pictures of objects in a sixteen-square grid. Have the children pick a foreign word from an envelope. If they can guess which word goes with the correct picture, they may cover that square.

b. Prepare a ditto with a picture (or squares) on it. Have the color designations

Level

to be used in the various pictures (or squares) written in a foreign language. The children should color the square in the color designated. Discuss the problems they had.

Follett, Gr. 4, p. 143

(5,6) Give the class a foreign language sentence, such as:

La case ____ esta' en la ciudad. (The ____ house is in the city.)

Ask them to fill in the blanks with the proper word:

caminar (walk) muchacho (boy) grande (large)

Eliminate guessing. [N.B. They will probably use the word boy (muchacho) in the blank.] Explain that the reason they cannot choose the correct word is that they do not know the grammar code of Spanish, in which the adjective follows the noun.

American, Gr. 6, p. 129

(5,6) Present these lists to the class. Ask which words the children recognize.

ein	uno	une	uno	one
swei	due	deux	dos	two
drei	tre	trois	tres	three
vier	cuatro	quatre	cuatros	four
fünf	cinque	cinque	cinco	five

In the discussion that follows, it should be brought out that they recognized the column representing a vocabulary code with which they are familiar.

Follett, Gr. 6, p. 150

(6) Use developmental ideas and practice exercises to strengthen children's understanding of grammar and vocabulary codes to increase skill in working with the language.

American, Gr. 6, pp. 97-126, 149-173, 213-235

RELATING TO LITERATURE

(3) Read to the class the library book My Dog Is Lost! Through discussion, show the difficulties of learning a new language and the misunderstandings that arise because of language difficulties.

My Dog Is Lost! by Ezra Jack Keats and Pat Cherr

(3) Extend the children's understanding of the form-class word - nouns, pronouns, and verbs - by reading the following poems:

"Noun" by Mary O'Neill
"Pronouns" by Mary O'Neill
"Verbs" by Eleanor Farjeon

Follett, Gr. 3, pp. T119, T132, T143

[N.B. A very good reference for general usage of language is The First Book of Language and How To Use It by Mauree Applegate. Franklin Watts, Inc., New York. 1962.]

Level

(3) Reinforce the idea that other verbs could be used instead of "said" by reading the poem "Yesterday When I Arose..." Have children list the verb substitutions for "said" which are used in the poem.

Follett, Gr. 3, p. T130

(3) Read other literary selections to emphasize verbs, including verbs ending in - ing. Some suggestions are "Cat," "The Goblin," "Trains." Have the children substitute other verb forms for the existing verbs.

Treat Shop, pp. 181, 184, 243

(4) Read the poem "French" by Eleanor Farjeon to discuss the differences between the French and English language.

Follett, Gr. 4, p. T20

(4) Have the children look at the poem "Tulita la Patita." Have the children make a guess as to the meaning of several of the words. Then present the poem in English, "Gertie the Duck." The words from these poems may be compiled and illustrated to begin a foreign word dictionary.

Follett, Gr. 4, pp. T19-20

(4) Present several poems where parts of the grammar code are missing. Help the children discover that in order to fill in the blanks with the correct form-class word, they must know the grammar code. Following are several good poems for this activity:

a. replacing verbs:

"Full of the Moon"
"Little Charlie Chipmunk"

Sounds..., Gr. 4, pp. 149, 292

"Jump Jiggle"
"Sunning"

Let's Enjoy Poetry, (Primary), p. 137
Let's Enjoy Poetry, Gr. 4, 5, 6, p. 157

b. replacing nouns:

"The Huckabuck Family and How They Raise Popcorn"
"Bees"

Sounds..., Gr. 4, pp. 295, 107

"Happiness"
"Sir Nicketty Nox"
"Our Visit to the Zoo"
"Noise"

Let's Enjoy Poetry, Gr. 4, 5, 6, pp. 12, 194, 161, 149

c. replacing adjectives:

"Happy Hippo the Unhappy Hippopotamus"

Level

"The Fairies"

Magic Carpet, p. 208
Sounds..., Gr. 4, 170

"Choosing Shoes"

Let's Enjoy Poetry, (Primary), p. 29

(5) Read to the class excerpts from the book The Making of an American, to show difficulties of learning a new language.

The Making of an American by Jacob Riis

(5) Read "Black and Gold" by Nancy Byrd Turner. Help the children identify noun-verb pattern and the use of adjectives.

Let's Enjoy Poetry, Gr. 4, 5, 6, p. 235

(5) Read "Sunning" by James Tippet and have the children list important verbs. Discuss how the meaning would be lost if the verbs were changed. Help them to conclude that the use of expressive, accurate verbs will improve their own writing.

(5) Read "Silver Ships" by Mildred Merryman. Note the pictures the poet creates by his choice of words, choice of verb forms ("when the years of his boyhood slip..." "One with her throbbing frame"), and the use of similes ("Floating down like a pebble, Roaring up like a flame"). Notice also the effective use of ing verb forms to create rhythm.

Read Together Poems, p. 50

(6) Present "Song of the Sea Wind" with the verbs missing. Direct the children to supply appropriate verbs. Read the poem and compare the verbs used by the children with those used by the poet.

Let's Enjoy Poetry, Gr. 4, 5, 6, p. 214

(6) Introduce the poem "The Giraffe" by asking the children to listen for the animals and the sounds they make. Discuss the words for sounds to discover that they could be nouns or verbs. Show how knowledge of verbs and nouns helps the reader to appreciate the structure of the poem.

Let's Enjoy Poetry, Gr. 4, 5, 6, pp. 292-293

(6) Have children enjoy the poem "Sea Slant," and select adjectives that create pictures. Examine the way in which prepositional phrases establish a rhythmic pattern.

Treasure Gold, p. 178

(6) Read the poem "In Praise of Water." After discussing the meaning, ask the children to identify prepositional phrases and show how they contribute to the feeling of dripping water. Also note that adjectives follow the prepositional phrases to receive the stress and emphasis in meaning.

Let's Enjoy Poetry, Gr. 4, 5, 6, p. 160

(6) Read "A Turkey Speaks," omitting the title, and have the children surmise who the "I" could be. Notice how structure helps unlock meanings ("candy the sweets," "compote the cranberries").

Sounds..., Gr. 6, p. 161

Level

(6) Read the poem "The Cataract of Lodore." Notice the repetitive use of the ing form of the verb. Notice the internal rhyme, the configuration, and the variety of structural patterns. Appreciate the poet's choice of words and the way the reader is aided visually and aurally by the vocabulary.

Sounds..., Gr. 6, pp. 300-301

RELATING TO COMPOSITION

(5) Have the children change the English grammar code in some manner and then write a paragraph using the new code; for example, place adjectives at the beginning of the sentence or after the noun, or place verbs at the end of a sentence.

(5) Have the children make up a "foreign language" and then translate it. They will have to observe a grammar code as well as a vocabulary code.

(6) Using the humorous selection "A Turkey Speaks" as a model, let interested children try writing a poem or a story, climaxing it with a picture.

Sounds..., Gr. 6, p. 161

CONCEPT B: IN ORDER TO COMMUNICATE IN ANY LANGUAGE, ONE MUST BE FAMILIAR WITH THE INTONATION PATTERNS AND THE SOUNDS OF THAT LANGUAGE.

DEVELOPMENTAL ACTIVITIES

Level

(3) Have the children read "Little Orphant Annie." While the teacher reads the poem aloud, the children should read it silently in order to observe the spelling in relation to the punctuation. Have the children discuss how the spelling of known words must be changed in order for them to read in dialect. Children will enjoy listing the dialectal words and then writing the standard English words beside them.

Sounds..., Gr. 3, pp. 102-105

(3,4,5) Invite a foreign-speaking friend (a native speaker) to tell the class a familiar children's story in his native tongue. Tape the story. [N.B. The children should be carefully prepared for this experience so as to protect the feelings of the speaker.] After the guest has spoken in his foreign language, ask the children, "Did you understand what you heard?" "Could you tell when a sentence ended?" The tape may be played at this point. Have the children raise their hands when they think they hear the end of a sentence. Could you tell when a word ended? Did the speaker seem to stress certain words? To what form classes might these words belong?

Ask the speaker to give an English translation, sentence-by-sentence rather than word-by-word. Tape the translation also. [N.B. The teacher will use discretion in regard to how much class discussion is done in the presence of the guest.]

When the tape is replayed several times, children may conclude that the intonation patterns of the two languages have similarities and dissimilarities but that in order to communicate effectively, we need to know the intonation of a particular language system as well as the words and word order of the system.

Level

(4,5,6) Play records of dialects from different parts of the country. Discuss with the children the differences they noted among them. Have the children recall dialects they have heard while on trips in different parts of our country. In addition, the children may recall various dialects they have heard on television. Generalize that varieties in one language are called dialects.

(4,5,6) Read a passage in another language to the class. The selection could be taped. Ask the children if they understood the selection; if they could tell how many sentences there were; if they could guess at the form-class of some of the words. The passage should be presented as many times as necessary for an adequate discussion. The conclusion should be reached that the intonation patterns of the other language are either like or unlike the English pattern of intonation.

(5) Play a record of dialectal stories (these are usually present in the school libraries). Ask the children to listen for differences in the sounds of the language as they speak it and as it is spoken on the record.

(5) Ask the children what kind of sandwich they would get if they went to Philadelphia and ordered a "hoagy," to New York and ordered a "hero," or a "jumbo," or a "Dagwood." These are all names for what we know as a "submarine." Continue this activity using other words peculiar to particular regions. This should give children an awareness of one aspect of regional dialects - different words for familiar things.

(6) Place on the board two columns of words, dialectal words in column A and standard English words in column B. Ask the pupils to match the two columns. Have the children independently do the exercise listed below. Also suggest other variations.

American, Gr. 6, pp. G7, 17

(6) Use information in the article "Say it the American Way," to have children become aware of pronunciation differences in different regions of the United States.

American, Gr. 6, pp. 275, G79

RELATING TO LITERATURE

(3) Play the tape "Captain Cousteau Oceanography." This is a recording of an in person address by world-famous oceanaut, Jacques Eves Cousteau. Children will enjoy Cousteau's English with a French accent. Have the children list the words that sound different and let them analyze whether the words are pronounced differently or are stressed differently from the way we speak English.

Tape: "Captain Cousteau - Oceanography," available from OIMS

(3) Read an excerpt from Middl'un by Elizabeth Burleson, and have the children discuss the ways in which the speech of areas of the Southwest differs from ours.

Follett, Gr. 3, p. T144

(4) Expose the children to various dialects by using the following literary selections:

a. Sailor's dialect

"Blow Ye Winds," Follett, Gr. 4, p. T77

b. Regional dialect

"Mother to Son"
"Old October"

Level

"Homesick Blues"

Follett, Gr. 4, pp. 174, 175, 179-181, T104

"The Jack Tales" by Richard Chase or recording
"The Shinny Bone"
"The Gunny Wolf"

Sounds..., Gr. 4, pp. 16-17, 159-165

(4) Read to the children or play a recording of "Brer Rabbit and the Tar Baby," written in dialect. Then have the children read the selection in Magic Carpet, and compare the differences in word choice in the two versions.

Magic Carpet, p. 58

(5) Help the children become aware of various dialects by reading the following:

"John Henry"
"Strong but Quirky" (Tennessee mountain dialect)
"Mrs. Wind and Mrs. Water" (Negro dialect)

Follett, Gr. 5, pp. 56, 64, 66

(6) Use poem "Horses Chawin' Hay" for enjoyment. Let children try reading the dialect aloud. Discuss the appropriateness of dialect to the subject.

American, Gr. 6, p. 19

(6) Read the following selections to discover dialectal differences:

"Jack in the Giants' New Ground," Follett, Gr. 6, pp. T73, 75-83

"The Blind Colt," Follett, Gr. 6, pp. 159-160

"The Man Who Rode the Bear," Treasure Gold, pp. 208-222

"A New Mother," Treasure Gold, pp. T91, 287-299

"Winter Danger," Mountain Peaks, pp. 95-105

"How Old Stormalong Captured Mocha Dick," Sounds..., Gr. 6, pp. 320-381

RELATING TO COMPOSITION

(3) Have the children write a few sentences on one subject, such as "The TV Program I saw Last Night," or "I Went to Market with Mother." Then let the children play a "silly" game. When they read their sentences, they must place stress (emphasis) on every other word in the sentence. Start by stressing the first word, third word, etc.; then read the sentence again, stressing the second word, fourth word, etc. Children will soon discover that neither way makes very good sense. Conclude by having the children read their sentences in the standard English pattern so that they can reinforce the concept that the English language has its own intonation pattern.

(4,5) Have the children rewrite, using their own words, one of the selections read to them in regional dialect. Their compositions could be compared to see if all the children interpreted the dialect the same way.

Level

(6) Have the children try to use the dialect in the story "How Old Stormalong Captured Mocha Dick" as they compose an original sequel.

Sounds..., Gr. 6, pp. 320-381

CONCEPT C: THERE IS A CERTAIN WORD ORDER THAT IS TYPICAL OF THE ENGLISH LANGUAGE.

DEVELOPMENTAL ACTIVITIES

Level

(3) Review tith the children the method of making the binary cut. Then have them identify the noun-phrase and verb-phrase (subject and predicate) and lead children to discover the noun-verb pattern. Give the children the simplest two-word sentences for identifying the noun-verb pattern; for example:

a. Boys play.
b. Fish swim.

Have the children compose their own two-word sentences and identify the pattern as "noun-verb."

American, Gr. 3, p. 237

(3) Present short sentences which have the noun-verb-noun pattern; for example:

a. Mother bought groceries. (NVN)
b. That salesman sells automobiles. (NVN)

[N.B. Avoid using sentences which contain adjectival phrases.]

American, Gr. 3, pp. 239-240, 247, 249

(3) Rearrange the following scrambled words so that they will have meaning:

a. really, fried, taste, does, good, chicken
b. the, hamburger, ate, Rosie

After the children have unscrambled the words for a few sentences in which only one noun or noun phrase makes sense as the subject of the sentence, have the children unscramble several in which more than one meaningful arrangement of the words can be made; for example:

a. likes, Jim, John
b. a, is, game, baseball

Help the children to see that most sentences in English follow the subject-predicate pattern.

American, Gr. 3, pp. 11, 12, 120, 121, 203, 233, 234
Follett, Gr. 3, pp. 192, 194, 202

(3) Have the children play a sentence anagram game in which they rearrange each scrambled sentence. Then have them take the boxed word in each rearranged sentence and make a new sentence.

Level

T. Resource #13

(4) Write on the board several sentences in which word order does not convey exactly the meaning the writer intends.

Throw the pig over the fence some corn.
Toss the elephant between the bars some peanuts.
Pass the guest over the table some rolls.

Discuss why these sentences are not clear and what changes are needed. Then have the children divide a paper in half. On one half have them draw a picture illustrating the meaning that the original word order shows, and on the other half draw a picture illustrating the changed sentence order.

American, Gr. 4, p. 2

(5) Rearrange the following scrambled words so that they will have meaning:

eaten, the, by, tiger, fast, was, man, the

young, river, saw, the boy, swimming, his swift, the, old, in, father, people, guys, few, like, nasty

Conclude that there are a limited number of ways in which words can be ordered in a sentence so that it will be meaningful.

American, Gr. 5, p. 3

(5) Have the children examine the word order from selections in the reader or in literature books. They should reach the conclusion that the most common word order is noun-predicate.

(5) Show that many sentences can be made using the same pattern. Work out substitutions for various sentences. Example: Say, "If you did not want to use the word 'murder' in this sentence, what might you say instead?"

Murder was in her heart as she flew after her victim.

This could be changed to read:

Fear had been on his face when he called to his friend.

Sounds..., Gr. 5, pp. 48-50, 20, 99

(5,6) Make a comparison of the word order in English with the word order in any foreign language with which the teacher is familiar, to help the children conclude that English word order is not universal.

Latin:	Clara hydriam portat.	Galba puer est.
English:	Clara (the) pitcher carried.	Galba boy is.

Follett, Gr. 6, p. 129

(6) Develop understanding of word order by using a telegram form and a brief scrambled message. Use scrambled phrases to reinforce the idea that word order is important for meaning. Children could write sentences, then scramble the order and pass them to a classmate to arrange. Discuss clues that helped in arriving at the correct order.

American, Gr. 6, p. 130

Teacher Resource #13

SENTENCE ANAGRAM

Rearrange each scrambled sentence to make a sentence in good English order. If you are correct, the boxed words will make a final sentence.

1. a kiss mother gave I

_____ _____ [_____] _____ _____.

2. the cookies baked chef

_____ _____ [_____] _____.

3. chocolate like you do hot

_____ _____ _____ _____ [_____] ?

4. likes Jim cake

_____ _____ [_____].

Final sentence:

_____ _____ _____ _____.

Level

(6) Try changing sentences using a sentence from a song by Robert Larrson. Note the pattern, and in chart form make substitutions.

Hurrah!	I'm	a	member	of	the	firm.
Cheers!	It's	an	addition	to	our	family.

Invite the children to continue this activity independently to strengthen their understanding of English word order.

Sounds..., Gr. 6, pp. 75, T48-49

RELATING TO LITERATURE

(3) Read with the class the poem "Wind" by Aileen Fisher, first for enjoyment. Then the children can consider every line, except lines 5 and 6, as single sentences and mark the noun-verb or noun-verb-noun patterns.

American, Gr. 3, p. 260

(4) Help the children see that most sentences in English follow the subject-predicate pattern. Have them examine a passage from a piece of literature, such as the first paragraph of "The Tinder Box" by Hans Christian Andersen. Ask the children to count the number of times the noun-verb pattern occurs in the paragraph.

Peacock Lane, p. 145

(4) Use the following poems to help the children discover that there is a certain word order in the English language.

"Happiness," Let's Enjoy Poetry, (Primary), p. 12

"I Came to the River"
"Little Charlie Chipmunk"

Sounds..., Gr. 4, pp. 292, 181

(4) Use the poem "The Akond of Swat" to show children that word order is changed in questions, but that there is still a meaningful arrangement of the words.

Let's Enjoy Poetry, Gr. 4, 5, 6, pp. 218-219

(5) Read some old fairy tales and note how the word order differs from that which is now commonly used.

Story and Verse for Children by Miriam Blanton Huber, pp. 254-257

(5) Read several poems in which ordinary word order is changed. Discuss the effectiveness of this use. Example:

"Where Go the Boats" by Robert Louis Stevenson
"Then" by Walter De La Mare
"The Tempest" by Elizabeth Coatsworth

Then read the poem "Happiness" by A. A. Milne, in which word order is strictly noun-verb. Have the children make a comparison of the two types of word order, noting the effectiveness of both styles.

Let's Enjoy Poetry, Gr. 4, 5, 6, pp. 12, 13, 28, 238

Level

(6) Read poems such as "Spring," "In Praise of Water," or "Sea Horses" to note the repetition of the same word order.

Sounds..., Gr. 6, p. 316
Treasure Gold, p. 70
Adventure Lands, p. 235

RELATING TO COMPOSITION

(3) Use the letter referred to below, which is a word-for-word translation from the Italian, and cooperatively rewrite the letter so that the sentences are put in English word order. The class may want to extend this activity so that they write the letter in correct letter-writing form.

Follett, Gr. 3, pp. T136, 137

(4) Have the children write on a given topic or use a composition that they have already written. Have them rearrange the word order of some of their sentences. Give their papers to other pupils and have them rewrite the sentences, using a word order they think is correct. Compare these results with the original story.

(6) Encourage children to write poetry in which they use repetitive word order. (Refer to the last sixth grade activity under Literature.)

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Notes

IV. CHANGES IN LANGUAGE

CONCEPT A: LANGUAGES CHANGE THEIR FORM OVER LONG PERIODS OF TIME.

DEVELOPMENTAL ACTIVITIES

Level

(3) Have the children investigate interesting word histories, such as book and good-by, to note changes in pronunciation and spelling.

American, Gr. 3, p. 27

(3) Help the children discover that the names of the days of the week of our English language were influenced by many other languages.

American, Gr. 3, p. 284

(3,4) Use dictionaries to discover the origins of the months of the year. Help the children learn what entries trace a word meaning and spelling back to its origin.

(4) Write old spellings of words (chayne-chain, seaven-seven, soyle-soil, harbours, publicke, mann). See if the children can guess the word.

Follett, Gr. 4, p. T15

(4) Restaurants and shops sometimes use earlier spellings of words to convey impressions of oldness (Ye Olde Malte Shoppe). Have the children name any shops they may know of that have old-fashioned names. Have the children create their own shop names and use them to design original signs.

Follett, Gr. 4, p. T70

(4) Discuss the pages in Our Language Today, Book 4 which give examples of early languages. Discuss how the words have changed.

American, Gr. 4, pp. 23, 51, 85, 241, 265

(5) Present lists of words, such as the following, showing the Old English and Middle English spelling. Have the children read the words and try to fill in the third column with the modern English equivalent.

wice	weke	week
scoh	shoo	shoe
gylt	gilt	guilt
nama	nama	name
penig	peni	penny
hose	hose	hose
mod	mood	mood
faeder	fader	father

Lead children to the generalization that some words change more than others and that words change in spelling, pronunciation.

Horn, p. 50

Teacher Resource #14

Whan that Aprill with his shoures soote
The droghte of March hath perced to the roote
And bathed every veyne in swich licour
Of which vertu engendred is the flour;
Whan Zephirus eek with his sweete breeth
Inspired hath in every holt and heeth
The tendre croppes, and the yonge sonne
Hath in the Ram his halve cours yronne,
And smale foweles maken melodye,
That slepen al the nyght with open ye. . .

Geoffrey Chaucer

We haue wreton this booke in the moste commyn termes that we coude fynde for the commyn termes that be dayli vsed varyeth ferre from the olde and auncyent englysshe/ for in these dayes euery man sholde vtter his comynycacyon and maters in suche maners & termes that people coude wele vnderstonde theym/

William Caxton

Level

(5) Select one or two fairy tales, such as "Cinderella," from an older anthology. As the children read, let them choose phrases and expressions which are strange (no longer used) and restate them in modern English.

Story and Verse for Children by Miriam Blanton Huber, pp. 254-257

(5) Ask the children what language the colonists spoke 300 years ago when they settled here. (Same as the British) Then present a series of sentences containing English words. Explain that these are the words that the English people use now. Have the children try to substitute modern American words for modern English words. Ask why they think we don't use all the same words. Draw the conclusion that some changes occur through geographical separation.

American, Gr. 5, p. 48

(5,6) Study a copy of the Declaration of Independence or a copy of some colonial book to note the differences in spelling, usage, and words between then and now.

(6) Read the two selections from T. Resource #14 for basis of discussion and comparison. Direct the children to circle words they recognize. Identify the first selection as representative of Middle English spoken between years 1066 to 1450 and the second as representative of the time of Columbus. Have the children check with references if books are available.

T. Resource #14
Follett, Gr. 6, p. 87
American, Gr. 6, pp. 1, 31

RELATING TO LITERATURE

(3) Have the children read for enjoyment the Mother Goose rhyme, "How Many Miles to Babylon?"

Let's Enjoy Poetry, Primary, p. 98

(3) Have children learn the song "Hop Up My Ladies!"

Growing with Music, Book 3, pp. 26, 27

(4) Read the following poems:

"The Ballad of Earl Haldan's Daughter"
"Off the Ground"
"The Gardener's Song"
"The Raggle, Taggle Gypsies"
"O for a Booke"

Have the children discuss and identify words that have changed form (espied, lightsome, nicesome, drownded, sartin sure, tresses, clipt, coach and four, chimney piece).

Let's Enjoy Poetry, Gr. 4, 5, 6, pp. 204, 221-224
Windy Hills, pp. T198, T200, 224

(4) Read the selection "Where Did That Word Come From?" Discuss the information given.

Joys and Journeys, pp. 216-217

Level

(6) Read for enjoyment "The Princess and the Vagabond." Pay attention to expressions that give a hint of being written at an earlier time.

Sounds..., Gr. 6, pp. 240-258

(6) Read a Robin Hood story, noting word form changes ("hath").

Adventure Lands, pp. 209-220

(6) Use the poem "What is the English Language?" to summarize the history of the English language.

Follett, Gr. 6, pp. 94-95

RELATING TO COMPOSITION

(3) Have the children rewrite the letter referred to below, using modern words, phrases, spelling, and letter writing form.

Follett, Gr. 3, p. 170

CONCEPT B: LANGUAGES CHANGE BY ADDING NEW WORDS.

DEVELOPMENTAL ACTIVITIES

Level

1. Inventions and discoveries

(3) Have the children construct an original toy from cardboard or paper and give it a name.

(3) Give the children a worksheet of fanciful objects or creatures (for example, "Invented Creatures") and have the children name them.

T. Resource #15

(4) Bring in a homemade object from scrap materials or a slide of an unusual object. Discuss its functions and give it an appropriate name and give reasons for the name.

(4) Bring in a commonplace object which has a definite function (coke bottle). Suggest new uses for the object (vase, bookend). Have the class suggest new names stressing change in function.

(4) Have pictures of spacecraft and equipment. Ask the children to imagine that they are at Cape Kennedy. Encourage them to talk about what they see. From their discussion develop a list of space terminology. Contrast the vocabulary with that of the times of Daniel Boone (astronaut, backwoodsman).

(4) Bring in packages or wrappers from products. Study the trade names coined through a blending of words or the use of products (select + electric = Selectric; dispose + all = Disposall), and for persuasive language (Kitchen Aid,

Level

Downey, Jet Dry, Frigidaire, Duracell, Ultra Brite, Gleem). Pupils can invent their own product and name it.

Follett, Gr. 4, p. T68

(5) Present a paragraph referring to several modern inventions or conditions (phone, movies, washing machine, TV, traffic jam). Have the children pretend they are George Washington or Betsy Ross and have suddenly dropped into our times. Have children give their reactions through role-playing, interviews, or informal debates.

(5) Discuss the formation of new terms in connection with social studies and science problems. Have the children keep an on-going list.

(5,6) Compare the glossary of a space age reference book with the entries in an older dictionary. Note the addition of words.

(3,4,5,6) Have the children bring newspapers to class to find new terms in the English language.

T. Resource #16

(4,5,6) Place a list of words on the chalkboard derived from persons' names (pompadour, sandwich, pasteurization, ampere, watt, pullman). Have the children discuss the meaning and help them deduce that these terms were derived from proper nouns.

2. Borrowed words

(3) Construct a bulletin board highlighting the theme of borrowing.

(3,4) Have the children make an animal dictionary by listing animals they know. Through discussions, maps, dictionaries, reference books, discover the origin of the names (llama, coyote, alligator - Spanish; caribou, moose - Indian; chimpanzee - African).

Follett, Gr. 3, pp. T127, 175-177
Follett, Gr. 4, p. T22

(4,5) Use cookbooks to find recipes of foreign dishes. Have the children organize the foods under headings of country or origin. Have children prepare menus of foreign dishes (goulash - Hungarian; ravioli - Italian; sauerkraut - German). [N.B. Preparation of food could be a culminating activity correlated with other areas of curriculum.]

Follett, Gr. 4, p. T22
Follett, Gr. 5, pp. 40-44

(5) Invite guests to speak about their heritage. Emphasize contributions of their culture to our language.

Follett, Gr. 5, p. T36

(5) Have children chant Indian names as if they were speaking over a loud speaker at a railroad or air terminal.

Follett, Gr. 5, p. 41

(5) Present groups of words of foreign derivation. Ask the children to identify the words, and see if they can guess what they originally meant. By using dictionaries and other reference books have children find original meanings

Teacher Resource #16

THE SUN

BALTIMORE, MONDAY MORNING, JUNE, 29, 1970

'Dawnism'

John Kenneth Galbraith, who writes entertainingly and provocatively of politics as well as economics, has lately been publishing prescriptions intended to make the Democratic party more vigorous. In a recent issue of *The New Republic* and the current issue of *Harper's* he has advised the Democrats how to cut down the influence exercised in the party by the Southerners who hold so many of the committee chairmanships in Congress. In the *Harper's* article he introduced the word "Dawnism," which in our view should be added at once to the vocabulary of American politics.

Mr. Galbraith does not claim credit for the word; he credits it to "British commentators." It describes a form of hyperbole which always looks forward to the dawn of a new day. Mr. Galbraith used "Dawnism" to criticize such Democratic orators as President Johnson and Vice President Humphrey. As Mr. Galbraith put it, "The promises of the Book of Revelations are modest, on the whole, compared with what these two men pictured for this planet." But as he said further, "Presently people who are promised everything resort to the obvious protection. They believe nothing." One of Mr. Galbraith's prescriptions for the Democrats is "no more Dawnism."

Level

and sources of words. Use words such as: dandelion, sandwich, humbug, parasol, piano, flower.

Follett, Gr. 5, p. 44

(5) Present a filmstrip on word derivation.

(5,6) Have the children fill in a map of Maryland, the United States, or North America with names that came from the Indians or from the Spanish or other settlers. Use library references as necessary.

(6) Duplicate the two paragraphs referred to below, underlining instead of italicizing the words (poodle, cosmetics, marmalade). Challenge the children to identify by country the origin of the underlined words. Check the accuracy of the identifications, and have the children locate the places of origin on wall maps (or map transparencies). Discuss how words have migrated via war, conquest, and settlement and how they are spreading today via movies, TV, and newspapers.

T. Resource #17
American, Gr. 6, p. 95

(6) Reinforce understandings about foreign contributions to our language to develop an appreciation of this important influence.

American, Gr. 6, pp. 127, 299
Follett, Gr. 6, pp. T50-51

3. Slang or expressions that survive

(3,4) Have the children tape some of their slang expressions or write some on the chalkboard: "That was a cool show." Identify current slang words. Have the children try to decide which of the current expressions might survive.

Follett, Gr. 3, pp. 216-217
Follett, Gr. 4, p. T78

(4) Have the children make a picture dictionary of slang expressions currently in use.

(4) Introduce the children to the song "Waltzing Matilda," which contains Australian slang. List slang expressions and meanings from the song (billabong - waterhole; swagman - hobo). Compare these expressions with our slang expressions.

Follett, Gr. 4, p. T48
Growing with Music, Book 6, pp. 106-107

(5) Present phrases in common usage among the teenage population today, such as "keep your cool," "turn off," etc. Ask the children to translate these phrases into everyday language with the help of older brothers and sisters.

(5) Have the children try to make up a "slang" language of their own.

(5) Use Teacher's Resource #18 containing a number of phrases which have teenage slang equivalents. Have the children rewrite them, using the modern slang expressions.

T. Resource #18

International Derby

Contest Grows Out Of Urge To Fly Paper Airplanes

Columbus, Ohio (AP).

What executive has never flown a paper airplane or at least had the urge? It's a release from the problems that surround him and a break between the piles of paperwork, but paper airplanes are much more scientifically based than an executive might think.

And now, to help preserve the art of paper aeronautics, ADMIRE has been dreamed up and put into operation. It's an international paper airplane contest held in Columbus, Ohio, now through July 12.

ADMIRE, an acronym for Airplane Derby Means Interest, Research, Enjoyment, is sponsored by the Columbus *Dispatch* and the Center of Science and Industry of the Franklin County Historical Society, with the co-operation of Lockbourne Air Force Base, Ohio. There are no fees or gimmicks.

It's all in fun, but who knows what unknown aero
geniuses will be

Entries h
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William L. Dickinson from Alabama recently was seen testing his entry from the top of the Capitol Building steps and Ohio Congressman Samuel Devine took his design from that of a supersonic jet.

ADMIRE also caught the fancy of many celebrities. First came an airplane in the shape of a golf club from Bob Hope, followed by "The Ink-A-Dink-A-Doo," from Jimmy Durante. Guy Lombardo made his airplane from the trumpet score of "Aquarius." Carol Burnett, Harry James, The Four Saints, The Arbors and James Brown also have sent entries.

All branches of the Armed Forces are out to take honors, but crew members of the U.S.S. Columbus, named after the host city of ADMIRE, are determined to win. Their craft is made of cardboard and is wrapped with Japanese tissue paper.

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judged on distance of flight, duration of flight and originality of design. The runways at the fly-offs are manned with air endurance officers to time flights and ground controllers to measure distance flown.

The aerodynamic originality evaluation board is grading crafts on their design and all data for each craft is sent to the data reductions specialis
who feeds information in
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it must be examin
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Level

(6) Distribute a worksheet to identify and compare slang expressions of the past and present. Analyze the words chosen in the slang expressions.

T. Resource #19

4. Clipped words

(6) Ask the children to tell the commonly used shortened form of words such as taxicab, gymnasium, mathematics, Coca Cola, and telephone. Have the children make a generalization about the formation of new words by clipping.

Follett, Gr. 6, p. T48

5. Acronyms

(6) Have the children investigate words such as radar (radio, detecting and ranging) to discover that some words are formed by using the first letter or letters of a group of words to form a new word.

T. Resource #20 A, 20B
Follett, Gr. 6, pp. 102-103, T48

(6) Let the children form acronyms from the following: Cooperative American Remittances to Europe (CARE), Women's Appointed Volunteer Emergency Service (WAVES). Lead to the generalization that some acronyms are spelled only with capital letters and make a pronounceable word. Other examples to develop with the children could be North Atlantic Treaty Organization (NATO), National Air and Space Administration (NASA), Absent Without Leave (AWOL).

Horn, p. 68

6. Blending and telescoping

(6) Ask the children for a word meaning a hotel specially designed for motorists (motel). Examine words as "twirl" to discover word blends (twist and whirl) or ask children to construct blends from: breakfast and lunch (brunch), smoke and fog (smog), and motorcar and cavalcade (motorcade).

Horn, pp. 69-71

7. Euphemisms

(5,6) Develop through examples the idea that expressions can be substituted for words that may be offensive or unpleasant ("passed away" for died, "senior citizen" for old person).

RELATING TO LITERATURE

(3,4) Use poetry to discover new words and word combinations (mud-luscious, kiss-click, long-pronged).

"in Just" by E. E. Cummings
"The Child's Morning" by Winfield Townley Scott
"Giraffes" by Sy Kahn

Reflections on a Gift of Watermelon Pickle..., pp. 96, 97, 31

"Sparkle and Spin" by Ann and Paul Rand, Follett, Gr. 3, pp. 163-167

Level

"Puk-Wudgies" by Patrick R. Chalmers, Let's Enjoy Poetry, Gr. 4, 5, 6, pp. 212-213

(4) Have the children recognize slang expressions in the story "Billy Had a System," such as "before the eats."

Sounds..., Gr. 4, pp. 52-63

(4) Read and discuss the selection "Henry and Beezus" to emphasize the new word formations: supermarket, jeepers, white side-wall tires, Woofie's Dog Food, Vita-Fluff Shampoo.

Peacock Lane, pp. 242-257

(4) Read the selection "The History of the Ice Cream Cone," to find how a new product got its original name and the different names that have evolved for it.

Sounds..., Gr. 4, pp. 196-199

(4) Read the story "Pippi Finds a Spink." Discuss the invented word and encourage the children to invent their own words.

Peacock Lane, pp. 23-31

(4,5,6) Read the following stories to discover new words added through space exploration:

"How Does it Feel on the Moon?," Peacock Lane, pp. 275-280
"First Men to the Moon," Treasure Gold, pp. 110-126

(5) Read to the children the poem "Lake Winnipesaukee," for appreciation of the beauty of borrowed Indian names.

Follett, Gr. 5, p. T36

(5) Read the poem "Moving West" by Stephen Vincent Benet. Have the children interpret its reference to language change.

Follett, Gr. 5, p. 45

(5) Read Indian legends, such as "Many Moons." Help the children pick out phrases that have been borrowed from the Indians and discuss how they add to our language.

Follett, Gr. 5, pp. 42, 43

(5) Read the story about how Santa Claus became part of our culture.

Follett, Gr. 5, p. T37

(5) Read "History of the Hot Dog" to the children. Discuss how the introduction of a new word and the change in words are illustrated in this story.

Sounds..., Gr. 5, p. 202

(5) Read the following stories for enjoyment and to have the children notice the many words borrowed from other languages which we use in ordinary conversation.

"Riding for the Pony Express" by Louis Wolfe
"Four Silver Pitchers" by Ann Weil
"Beyond High Mountain" by Ann Nolan Clark

Silver Web, pp. 154, 200, 221

Level

(6) Read "Snake Ogre," an Indian tale, to identify vocabulary developed from the American Indian: hogan, toboggan, sachem. Suggest that other tales be read and television programs viewed for the same purpose.

Mountain Peaks, pp. 6-15

(6) Read poetry by Odgen Nash to enjoy its inventive words.

Mountain Peaks, p. 196

RELATING TO COMPOSITION

(3) Continue the developmental activity of the original construction by having the children write a description of their toy.

(4) Have the children write an advertisement or jingle for the product they invented.

(4) Use pictures of old automobiles to motivate the writing of a description of a car of the future, having the children invent new words.

Sounds..., Gr. 4, p. 351

(5) Have the children name some famous Indians. Bring out the fact that Indian names often describe a character trait. Have each child coin a name based on a definite characteristic and write a story to show how his character got his name.

(5) Let the children pretend they are inventors or merchants with a new product to name. Have them write a description and/or draw a picture of this. Let their classmates name the product.

(5) Pretend that Benjamin Franklin has returned to Philadelphia in a time-machine. Have the children write an editorial showing how he would react to changes.

(6) Motivate the writing of old stories and nursery rhymes, updating them through use of slang, blended words, acronyms.

Follett, Gr. 6, p. T38

(6) Use Teacher's Resource #21 for motivation. Then have the children write an advertisement for a product of colonial times. Let some of the children pretend they are the town crier trying to sell the product.

T. Resource #21

CONCEPT C: THE STRUCTURE OF THE LANGUAGE PROVIDES WAYS TO ADD NEW WORDS.

DEVELOPMENTAL ACTIVITIES

Level

1. Compounding

(3) New words may be made by compounding (combining) two known words. Often, however, the new word is made from two important words of a phrase. Develop this generalization by having the children determine what single new word was formed from:

HEAR YE! HEAR YE!

"BACK TO OUR NEWS IN A MOMENT AFTER THIS WORD FROM COLONIAL CANDLESTICKS."

Teacher Resource #21

Level

a. one who sits (or stays) with a baby - baby-sitter
b. one who keeps (or takes care of) a house - housekeeper
c. one who keeps the books in order - bookkeeper
d. the time at which a loud explosive, blasting noise accompanies the moving (or taking off) of an object - blast-off

(3) Help the children discover that the written form of compound words sometimes goes through change. Have the children consult a dictionary to find the change which has taken place, or is taking place, in the spelling of a compound word (good-bye, goodbye, good-by, goodby). "Blast-off" is currently going through changes - blast-off to blastoff. (Other smiliar words: airbase, dryclean, makeup, looseleaf.)

(3) Present two lists of words and have the children match one column with the other to make compound words; for example,

1.	house	2	ball
2.	base	4	house
3.	street	1	boat
4.	dog	3	light
5.	bed	6	walk
6.	side	5	room

(3,4) Write on the board a word like man. Have the children join words to it to make compound words. This can lead into a discussion relating to the use of compound words for enlarging their vocabulary.

(4) Display pictures of several sports and have the children talk about the sports. Every time they say a compound word write it on the board. See if the children can discover what kind of words you are writing. Discuss how these words were formed.

(5) Choose a name such as Jackson or Cartwright. Initiate a discussion of how ancestors probably got this name. Show that Jackson means "Son of Jack," da Vinci "of Vinci," and Gardner (or Gardiner or Gardener) "one who gardens." Cartwright was probably derived from a trade (wright = worker or maker).

(5) Have the children make a compound word chain. Each new compound word has to begin with the second part of the preceding compound word. Example: mouse-trap, trap-door, doorbell, bellhop, hopscotch.

(5,6) List some familiar words in two columns on the chalkboard. Ask the children to form new words:

horse	fold
bill	power
net	work

Follett, Gr. 6, p. 106
American, Gr. 6, p. 24

(6) Place some phrases on the board and ask the children to think of two words used together that mean the same as:

a. a house that floats on water
b. a pain in the head

Follett, Gr. 6, p. 106

Level

(6) Use a sentence containing compound words, such as "Should a baby sitter be expected to take a child to the playground or ride a merry-go-round?" Have the children check the underlined words in the dictionary for correct punctuation.

American, Gr. 6, p. 24

2. Prefixes

(3,4) Help the children discover that sometimes what looks like a prefix is actually part of the root word. Have the children investigate a list of words beginning with mis. Examples are mischief, miserable, missile, missionary, mister. Continue this activity by investigating such words as unite, union, and under to determine that they are root words. Have the children compare these root words with prefixed words, such as untie, unclean, and uncover.

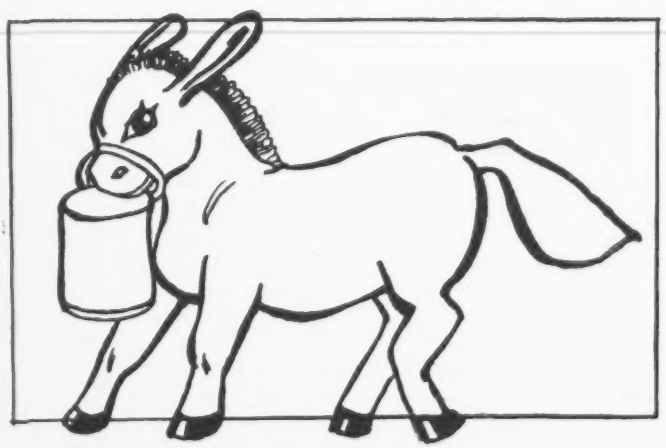
(4) List such prefixes as pre, post, in, trans, re, and un. Have the children think of words that begin with these prefixes. Discuss how these prefixes change our language. Write one root word on the board and by affixing some of these prefixes see how many new words can be formed.

Follett, Gr. 4, p. T27

3. Suffixes

(3,4) Begin the study of suffixes by considering those with which the children are familiar, such as -ed, -ing, -er, -est. Have the children discuss the manner in which the meaning of the word changes when a suffix is added. Through dictionary work, develop the meanings for the suffixes -ful and -ness. By adding these suffixes to root words and using the words in sentences, lead the children to see that often the suffix changes the form class of words (wonder, a noun, becomes wonderful, a modifier; sad, a modifier, becomes sadness, a noun).

(3,4) Play a "Pin-the-Tail-on-the-Donkey" game. Draw a donkey without a tail. Give him a name, such as kind. Make a number of tails and write a different suffix on each tail. Make a number of feed-bags and write a different prefix on each feedbag. The object of the game is to see how many different tails can be pinned to the donkey, making sensible words (kind +-ness, kind + -ly, kind + -est, etc.) Next, have the children find the prefix or prefixes which make sense. Have the children keep a record of their sensible words. Other names for the donkey might be mean, ugly, pretty, wonder, glory.



Level

(3,4) Extend the children's understanding of the arbitrary nature of our language, by presenting several place names to which one of the endings (-ite, -an, -er) is added. Have the children recognize that the suffix changes the name to mean someone who comes from or lives in that place. Words such as Wyomingite, Mississippian, Vermonter could be used. Have the children name our state, our county, our city or community. Which of these three suffixes would we add to the name of our state? our county? our city? Have the children try all three suffixes to find the suffix that makes the smoothest-sounding word. Help the children to generalize that the suffix chosen in these cases is the one which is the easiest and smoothest to pronounce. Have children who may have lived in other areas tell what the people in those areas were called.

Follett, Gr. 3, pp. 174, T127

(4) Play a game using prefixes and suffixes. Have two or more teams. One team thinks of a word which has a prefix or suffix. The other team must think of a word that begins or ends the same way (beautiful, plentiful).

Follett, Gr. 4, p. T27

(5) Use nonsense words, such as those listed, to have children show how they might change the words to make them mean one who does something; something that is full of; not able to.

gail trop dist mert

ex: gailer
gailful
ungail

(Note to the Teacher: Similar developmental exercises for Grade 5, emphasizing grammar concepts, can be found in A Guide to the Study of the English Language Grades K-6 on pages 111, 176, 177, and 179.)

(6) Have the children identify the root word in words such as semicircle, nonsense, joyous, antisocial. Review prefixes and suffixes stressing changes in meanings.

Follett, Gr. 6, p. 102
American, Gr. 6, pp. 202, 206, 207, 208

4. Coined words

(5) Have children coin terms which might express the meaning for:

1. a store that sells fish
2. a horse that jumps high
3. a fly that lives in a tree
4. a pudding made of berries
5. one who stirs slurg

Have the children conclude that one word can be made to take the place of many.

(5) Duplicate short paragraphs relating certain activities, or describing objects. Have the children coin words to name these activities or objects.

Follett, Gr. 5, pp. 51-52

(5) Have the children make up imaginative restaurant menus by giving colorful names to common foods in keeping with some historical time or place.

Follett, Gr. 5, p. 53

RELATING TO LITERATURE

Level

(3,4) Have the children read "The Skyscraper." Discuss: Do you think skyscraper is a good descriptive word for this kind of building? Why? In addition, children can locate compound words in the poem and discuss their meanings.

Follett, Gr. 3, p. T28
Windy Hills, p. 224

(3) Have the children read the poem "First and Last" and list the compound words found in the poem (tadpole, polecat, bullfrog, cowbird, kingbird). Divide each compound word into its two small words. Then have the children consult a dictionary to see if any of the words which make up the compound words have interesting origins.

Follett, Gr. 3, p. T28

Use the following songs, which contain compound words.

"The Sandman"
"The Grasshopper and the Ants"
"Grandma Said"
"This Little Railroad Light"
"The Dogwood Tree"
"In the Good Old Summertime"

Growing with Music, Bk. 3, pp. 44, 70, 80, 118, 166, 167

(3) Use the poem "Un" and have the children list the words that begin with a prefix. Use this list to begin a continuing list of prefixed words.

Follett, Gr. 3, p. T134

(4) Read the poem "Ants, Although Admirable Are Awfully Aggravating." Have the children find words that have prefixes and suffixes and write their root words.

Windy Hills, p. 221

(4) Go over the song "Wonderful Copenhagen." Have the children pick out words that have suffixes (wonderful, friendly, golden, salty). Discuss how the suffixes help in the rhythm of the song, and how they change the meaning of the root words.

(5) Read "Halloween," "Be My non-Valentine," "What You Will Learn About Brobinyak," for the formation of compound words.

An Invitation to Poetry, pp. 45, 57, 66

(5) Read "Happy April Fool's Day" by Dorothy D. Warner. Have the children interpret the poem by drawing pictures of favorite lines, first depicting the meaning when the compound words are read as separate words and then the meaning when they are read as compound.

Follett, Gr. 5, p. T43

(6) Read the poem "Who Was That Early Sodbuster?," noting the use and need for compound words.

Sounds..., Gr. 6, p. 238

(6) Read for enjoyment "The Wisdom of Solomon." Exercise four in the section "On Your Own" gives practice in working with affixes.

Treasure Gold, pp. 244-247

RELATING TO COMPOSITION

Level

(4) Discuss a few of the following birds and how they got their names: spoonbill, woodpecker, bluebird, sapsucker, blackcapped chickadee. Emphasize the point that many compound names help describe the bird. Have the children name a bird by using a compound word that describes some feature. Have them write about how their bird got its name.

CONCEPT D: LANGUAGE CHANGE BY DROPPING WORDS.

DEVELOPMENTAL ACTIVITIES

Level

(3) Help the children realize that our language is in a constant state of change. Some words that are found in the dictionary are no longer used because there is no longer a need for them. Place several sentence examples on the board, such as:

How much ice should I buy for the icebox, Ma?
Here's some coal for the coal stove.

Let the children give other sentences using outdated words (stagecoach, washboard, motor car, baby buggy, gocart, parlor).

(3) Display a picture of the "olden days." Elicit from the class the names of objects or things which must be used to describe the picture accurately. For example, a picture which would depict old-fashioned cars with running boards, trolley cars, a horse and buggy, gaslights, etc., would be excellent. Ask, "Do you use these words?"

T. Resource #22A, 22B

(3,4) Help the children become aware of the existence of slang throughout the various eras, but let them realize that slang words which were used during the "Flapper" period, for instance, are obsolete today ("the cat's meow," "razzmatazz"). As a home assignment, the children could write a list of slang words given to them by their parents and grandparents. After the lists are individually compiled, make a single comprehensive list. Have the class discuss how these words were used. As a role-playing experience the children can use the words to act out a situation. The activity can be extended further by the use of costumes. Children should take the initiative in planning appropriate costumes.

(4) Discuss why many words disappear. Show pictures of old forms of transportation. Have the children notice how the means of transportation and their names were outdated when the automobile came into being. Show a sketch of a futuristic car. Have the children decide what future developments of cars may cause the disappearance of certain words.

T. Resource #23
Joys and Journeys, pp. 352-359
Follett, Gr. 4, p. 121

(5) Ask the children to consult parents, grandparents, and older brothers and sisters in order to learn slang expressions of three different eras. Ask how often they

Level

are apt to hear each of the terms. Bring out the fact that some words are dropped from the language. Talk about the possibility that some modern slang may survive.

(5) Present these two lists of words to the children. Ask them why these words have been grouped in this manner. If they need help, initiate a discussion of each word until they realize that one list is of new words and the other of old words no longer used commonly.

hippie	zeppelin
pediatrician	midwife
surrealism	gristmill
T-formation	aye
sputnik	make haste
aerodynamics	thee thou thy
nylon	wee

Conlin, pp. 11, 15

(5) Use the dictionary to introduce several obsolete words so that children may learn to recognize this new symbol (obs). Example: flatling, naught.

(5) Have the children compile lists of words pertinent to their own personal interests, such as sports, art, science, which were initiated during this century. Set up a Keeping Pace with Words bulletin board for displaying these lists.

Conlin, p. 12

(5) Have a "Clean Your House" activity. On cards have a variety of words including obsolete or little-used words. Have the children work individually with dictionaries to find which items (cards) are to be thrown out in the house cleaning. Include words such as:

flog	make thee well
thee	talkies
wight	zoot suit
	naught

(6) Put on the chalkboard sentences containing words which are disappearing from our language. Examples:

a. She left her umbrella in the vestibule.
b. Jean wrote her spelling on her slate.

Have the children identify the words that are dropping out of use and suggest why this happens.

Follett, Gr. 6, p. 98

RELATING TO LITERATURE

(3) Have the children read "The Steadfast Tin Soldier." Present a list of words from the selection and let the children place a check under the correct heading to tell whether or not the words are outdated.

Level

Words	Outdated	
	Yes	No
snuffbox		
nutcracker	—	—
slate pencil	—	—
somersaults	—	—
housemaid	—	—
	—	—

Sounds..., Gr. 3, pp. 82-101

(3) Read a fairy tale or fable from an original or early translation. Have the children select obsolete words and expressions and discuss their meanings. Substitute present-day expressions for the obsolete ones.

(3,4) Read the poem "Old Time Cars and Cars To Come" to motivate a discussion of automobile terms, past and present.

Child Craft, Volume 6

(4) Use either a poem or story, such as "The Hurdy Gurdy" or "The Tinder Box," to develop the concept that words are dropped from a language when their need disappears. Write the word hurdy-gurdy or tinder box on the chalkboard and have the children suggest the meanings. Read the poem or story to verify their conclusions.

Let's Enjoy Poetry, Gr. 4, 5, 6, p. 46
Peacock Lane, pp. 145-156

(4) Read "Chanticleer and the Fox" to find expressions that are no longer in use: "...she held the heart of Chanticleer all tightly locked," "In faith," "Be merry, Chanticleer." Discuss the modern-day phrases that might be used to give similar meanings.

Peacock Lane, pp. 115-120

(5) Dramatize "In Sherwood Forest." Note the differences in speech.

Across the Blue Bridge, p. 188

(5) Read "Silver Ships." Pick out words rarely used.

Enchanted Isles, p. 251

(5) Read some old fairy tales, and translate some of the old phrases and words into modern speech.

(5) Read "Dick Whittington and His Cat." Note "to be had," "fetch," "to be rid," "country house."

Enchanted Isles, p. 268

(6) Read a Peterkin family adventure, noting old-fashioned words. Reread some of the sentences, updating the vocabulary (back parlor).

Mountain Peaks, p. 145

(6) Read for enjoyment "Sir Gawain and the Green Knight," searching for words that are no longer in style (tryst, quest, trappings).

Cavalcades, pp. 312-322

RELATING TO COMPOSITION

Level

(3,4) Have the children pretend that they lived in pioneer days. Have them keep a diary for a week, relating their activities as a pioneer. Encourage them to use as many words of the pioneer period as possible.

(4) Read the story Rip Van Winkle by Washington Irving to motivate creative writing. Have the children imagine they have been asleep for about a hundred years. Have them write about the changes, especially noting vocabulary changes.

(5) Let children try to write an original fairy tale, using language and speech patterns found in the old-time fairy tales.

CONCEPT E: SOMETIMES OLD WORDS TAKE ON NEW MEANINGS.

DEVELOPMENTAL ACTIVITIES

Level

(3) Present to the children several sentences, each of which uses the same word but with a different meaning. Example:

a. When the weather is cool, we wear jackets.
b. That movie was cool.
c. "Keep your cool, Bud."

Have the children discuss the several meanings and determine which ones are old and which are new. Let the children suggest sentences illustrating both the old and the new meanings for such words as pad, launch, etc.

(3,4,5,6) Develop with the children a chart which shows that familiar words take on new meanings when used by members of a profession, trade, or craft. The following example, taken from the Nebraska Curriculum Guide for English, could be produced:

A. Photography

1. shot: picture, view
2. cheesecake: pretty model
3. shutter: movable aperture of lens
4. exposure: amount of light admitted

B. Railroading

1. pig: locomotive
2. reefer: refrigerator car
3. brains: conductor
4. High-ball: go-ahead signal
5. eagle-eye: engineer
6. dog-house: caboose

C. Real Estate

1. lease-option: renting with the idea of buying after a given time
2. dog: undesirable piece of property
3. earnest money: money which holds property until deal is closed

Level

D. Oil Drillers

1. catskinner: tractor driver
2. cherry picker: small crane
3. mud-dog: well-drilling pump
4. roughnecks: drillers' helpers

E. Military

1. doughboy: infantry soldier
2. fox hole: protective trench
3. civvies: civilian clothes
4. brass: officer
5. mess: meals

A Curriculum for English: Language Explorations for the Elementary Grades. University of Nebraska Press. 1966. p. 13

(4) Discuss how certain words, such as pirate, ringleader, accident, have changed in meaning. Write in two columns the old and new meanings. Have the children decide whether the meaning has changed for better or worse.

Follett, Gr. 4, pp. 121-124

(4) List some common words that have changed meaning (pad, shades, bread, hang-up, rock, determiner, set). Discuss the various meanings of the words. Have a child act out in pantomine one meaning of a word. Have the class decide which meaning he is acting out.

(4,5) Discuss the meanings of separate words in an idiom and then the idiom as a whole ("hit the ceiling," "feather in your cap," "he's a book worm," "he blew his stack"). Choose several idioms from the ones discussed and have the children illustrate them, showing the literal as well as the idiomatic meaning.

(5) Take the word run or any other word which has many related meanings. Using it as the hub of a wheel, have the children see how many spokes they can supply by writing in the various meanings.

Horn, p. 57

(5) Use a detailed dictionary to have children find old and modern meanings of words like those listed below. Then suggest that they draw pictures illustrating the old and new meanings of each word. This would make a good bulletin board activity.

knave	lady
villain	picture
marshal	deer
	marmalade

Horn, pp. 55-57

(5) Put on the chalkboard pairs of sentences containing a word that has both an old and a new meaning. Compare the meaning of the two sentences.

Example: She tried to swim across the channel.
She turned to another channel for a better program.

Other words which may be used: shoulder, strike, frequency, set.

Follett, Gr. 5, p. 73
American, Gr. 5, p. 143

Level

(6) Write the sentence, "The wily brat, a villain's son, was a crafty counterfeiter" on the board. Have the children write their understanding of the sentence. After discussion of possible uncomplimentary meanings, show the children the intended thought: "The clever child, a serf's son, was a skillful imitator." Discuss the downgrading, or degradation, of words.

T. Resource #24
American, Gr. 6, pp. 2-3
Follett, Gr. 6, p. 107

(6) Refer again to Teacher's Resource #24 to recall downgrading. List words given in Our Language Today with their old meanings. Have the children write meanings in current use. Discuss the process called "upgrading" word meanings.

T. Resource #24
American, Gr. 6, p. 3
Follett, Gr. 6, p. 107

(6) Develop the concept of how new meanings evolve through the broadening of meanings (from a cupboard - a shelf for cups - to any small closet) and narrowing of meanings (from cattle - any property - to cows, bulls).

American, Gr. 6, p. 4
Follett, Gr. 6, p. 107

(6) Ask the children to title the Teacher's Resources #25A, B, and C. As children are giving titles, the teacher might use other idioms such as, "Stop beating around the bush," or "I'm not going to let the cat out of the bag," or "You're barking up the wrong tree," or finally, "Are you ready to throw in the sponge?" Discuss the literal meanings. Also discuss when such phrases are appropriate or inappropriate. Use additional material in Our Language Today, Gr. 6.

T. Resource #25A, 25B, 25C
American, Gr. 6, p. 20
Follett, Gr. 6, p. 109

(6) Use paired sentences to have children discover that some old words have taken on technical meanings.

Immigration officers noted the frequency of his trips.
This station broadcasts at a frequency of 104.6 megacycles.

The farmer sowed his oat field by broadcasting.
The broadcasting field offers interesting careers.

Have children suggest and add words to a class chart as they meet them in subject areas, as set in mathematics.

RELATING TO LITERATURE

(3) Read to the children the following poems: "I think that English is sickly," and "Let's take the word, 'jar'." Help children to understand the different meanings of the words fast, last and jar.

Follett, Gr. 3, p. T126

(5) Read the excerpt from "Trouble with Jenny's Ear." Have the children study the various meanings of the word "sucker."

Follett, Gr. 5, p. 81

Level

(6) Use the story "The Scapegoat" to find examples of idioms. Stress the importance of correct interpretation for comprehension of the story ("put in my nickel's worth," "situation which snowballed," "cutting off your nose to spite your face").

Launchings and Landings, pp. 10-21

RELATING TO COMPOSITION

(3,4) Have the children incorporate into a humorous story idioms they have especially enjoyed.

American, Gr. 4, pp. 197-198

(5) Have the children make an on-going dictionary incorporating words they encounter which have changed in meaning. Illustrate each meaning.

(6) Discuss with the children the terminology of sports writers. Relate the sports idioms to the literal meanings for humor, such as "caught a fly," "the White Sox have a run." Have the children write a sports story, using the jargon that relates to the sport.

T. Resource #25D

Dropping Words - - -

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Notes

V. RELATIONSHIP BETWEEN SPEAKING AND WRITING

CONCEPT A: SPOKEN LANGUAGE IS LEARNED BY IMITATION; WRITTEN LANGUAGE IS LEARNED BY DIRECT INSTRUCTION.

DEVELOPMENTAL ACTIVITIES

Level

(3) Develop with the children the idea that they learned to speak by imitating their parents and elders. Through listening and imitation, children are able to follow patterns of sounds, words, and ideas which their parents and elders present.

[N.B. This concept can be further developed by referring to I. Nature of Language, Concept A, Developmental Activities designated for grades 3 and 4.]

(3) Help the children discover the need for imitation when learning a language foreign to us. Place on the board a short song or poem written in a foreign language and have the children try first to read the foreign words by themselves. Then read the words to them, having them repeat and imitate sounds. An example is the French song "Alouette."

Growing with Music, Book 3, p. 128

(3) Ask the children to recall some of the ways in which they learned to read. Have children list some of the methods used (colors, sentence strips, rhyming words, sounds of vowels).

(4) Have the children bring in any written work they may have saved from first, second, or third grades. Discuss the problems they remember having had in earlier years and how their knowledge of written language has increased.

(3,4,5) Ask the children how they think the deaf learn to speak, even though they cannot hear any sounds to imitate. Help them to see that a different kind of imitation plays an important role in teaching the deaf child to speak. A film available from the Society of the Deaf, showing the teacher teaching the deaf child to speak, could be shown to the class for discussion purposes.

(4,5) Invite a first grade teacher to your room to discuss how young children must learn the written language. In cooperation with the first grade class set up a buddy system where the intermediate-grade children help first graders with their written language skills. This will give children a first-hand experience in giving direct instruction.

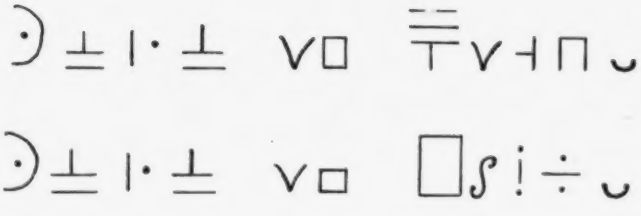
(5) Ask the children if they remember being taught to speak. Then ask them if they remember learning how to read and write. Ask: How many of the children entering kindergarten know how to speak? Who taught them? How many of these children know how to read and write? How do you account for this difference?

Develop with the children the concept that speech is learned through imitation; writing is learned through instruction.

(5) Visit a first-grade class where children are beginning to learn how to read simple words and write them down. Develop the idea that the children are learning the skills of reading and writing through instruction.

(6) Copy a first-grade preprimer picture and substitute symbols for letters in the text. Have the children recall some of the steps they went through and some of the materials

Teacher Resource #26A



Here is Dick.

Here is Spot.

Level

used in learning to read. Introduce transparencies made from T. Resources #26A and 26B. Discuss the pictures and try to unlock words. Use the second transparency and see if there is recall of any word. Children should reach the generalization that instruction is needed in learning a written language.

T. Resource # 26A, 26B

RELATING TO LITERATURE

(3) Read a chapter a day of the story Helen Keller. Have the children create a dramatic presentation, enacting the ways in which Helen learned to speak.

Vistas, pp. 394-490

(6) Teach by rote the songs "La Cloche" and "Schnitzelbank." Lead the children to recognize that a spoken language can be learned by imitation.

Growing with Music, Bk. 6, pp. 61; 200-201

CONCEPT B: WRITING IS AN ATTEMPT TO REPRESENT SPEECH. THE ENGLISH LANGUAGE HAS OVER FORTY SOUNDS WITH ONLY TWENTY-SIX LETTERS TO REPRESENT THEM.

DEVELOPMENTAL ACTIVITIES

Level

(3) Discuss how early man devised picture-writing as an attempt to tell a story.

American, Gr. 3, pp. 3, 4

(3) To help children realize that there are more sounds than letters in the English language, recall with them the sounds in the following consonant blends: ch, as in church and as in machine, and th, as in them and as in think. Have the children make a train on which consonant blends are placed. The train could be displayed in the reading center of the room.

(4) Have one child say a series of nonsense words and have the rest of the class write what they hear. Discuss how different sounds are written in an attempt to represent people's speech. Discuss the different sounds in the English language that can be used.

(3,4,5) Place on the board letter combinations, such as ch, sh, th, ou, oi; discuss with the children the sounds associated with each.

Also show that different letters and combinations often have the same sound:

f - ff, gh, ph
c - s sound
x - eks

Draw the conclusion that written symbols are an attempt to represent the speech sounds.

(5,6) Have the children sound the letters of the alphabet. Be sure to go through the variety of sounds for each of the vowels and for the consonants that have more than one sound.

Teacher Resource #26B

Run Spot.

Run after Dick.

Level

Children should discover that there are many more sounds than symbols representing those sounds, but that the letters are an attempt to represent the sounds.

American, Gr. 5, pp. 16, 83, 115
American, Gr. 6, pp. G9, 23

RELATING TO LITERATURE

(3) Introduce the graphic language used by Indians. Develop several sentences with the children using the Indian graphic symbols.

Indian Sign Language by Robert Hofsinde (Gray-Wolf)

(3) Show the filmstrip "American Indian Life: Indian Communication." Discuss the means of communication as developed in the filmstrip. Check your school library.

(4) Read several literary selections where letters are used to represent the exact speech of a certain area. Suggestions are: "Homesick Blues," "The Yearling," "The Conjure Wives," "John Henry." Have the children note how the written words were used to try to represent a certain speech pattern.

Follett, Gr. 4, pp. T104, 179
Sounds..., Gr. 4, pp. 242-247
Windy Hills, pp. 81-84

(4) Have the children read the poem "Twos." Have them read tw as if it were the sound in "tweet." Then discuss how this letter combination is sounded in "two" and have them reread the poem using this pronunciation. Discuss who might tend to mispronounce the word (foreigner, beginning reader).

Sounds..., Gr. 4, p. 105

(5) Read "Eletelephony" to enjoy garbled sound and words.

Follett, Gr. 5, p. 114

(5) Read "Sody Sallyraytus" to appreciate the use of writing to represent speech. Have the children point out variations from standard language.

Sounds..., Gr. 5, p. 270

(5) Read "Mairzy Doats" to the class. See if they can interpret it as a baby's babbling of sounds as he hears them. See if anyone can translate it into standard English.

Sounds..., Gr. 5, p. 144

(5) Read "One, Two, Three - Gough" by Eve Merrian to enjoy the inconsistencies of our language.

Bold Journeys, p. 125

RELATING TO COMPOSITION

(3) Dictate several sentences to the children. Have the children write the sentences as they hear them; then compare them to see if everyone recorded what he heard in exactly the same way. This activity will reinforce the fact that the written sentences are an attempt to represent the spoken words.

(5) Have children write a verse about a chosen letter of the alphabet based on the

Level

excerpt from "All Around the Town," by Phyllis McGinley.

Follett, Gr. 5, p. T114

(6) Have groups or individuals write a message or joke in sound symbols.

American, Gr. 6, G60

CONCEPT C: WRITTEN WORDS ARE MADE OF LETTERS, AND LETTERS STAND FOR SOUNDS.

DEVELOPMENTAL ACTIVITIES

Level

(3) Develop the concept of "working with sounds and letters" by referring to Our Language Today.

American, Gr. 3, pp. 18, 19, 43, 96, 148, 149, 168, 195, 220

(3,4) Motivate a discussion of the sounds of letters in our language by writing on the board a made-up word, such as "ghoti". Have the children guess the pronounciation of the word. (It is "fish" - the f sound as in rough, the short i sound as in women, the sound of sh as in nation). Have them think of other letters and combinations of letters that have several sounds, such as: c, s, x, ch, th.

(4,5,6) Have the children pick a word and try to spell it phonetically. (jeografe, kwit, kat, senter) Have them exchange words and try to spell the word correctly.

(4) Write several combinations of letters on the board, such as: br, str, xw, ph, vs, qa, qui. Have the children try to suggest words that begin with these letters. Discuss why they can't name words for certain combinations.

(4,5) Invite the corrective reading or remedial reading teacher to the class to demonstrate how the English language is composed of sounds which are represented by letters which are put together to make words.

(5) Place on the board a list of words from a reading book or a speller. Have the children pronounce the words. Ask what clues they used to help them say the words. They should conclude that certain letters stand for certain sounds.

(5) Ask the children to go through their spelling books or reading books to find combinations of letters which have the same sound.

RELATING TO LITERATURE

(3) Read the poem "The Kind of Bath for Me." Point out such words as tub, rub, scrub, look, brook, etc. Discuss how the first letter changed the sound in each of the rhyming words.

Sounds..., Gr. 3, pp. 148-149

(4) Read poems that have a variety of sounds in them. Examples: "Fire on the Hearth," "J's the Jumping Joy-Walker." Have the children note the repetition of sounds and those sounds that occur together.

Windy Hills, p. T201
Sounds..., Gr. 4, p. 284

Level

(6) Use the story "How the Alphabet was Made," to enjoy the way Taffy formed letter shapes to stand for sounds.

Just So Stories by Rudyard Kipling

CONCEPT D: THE INTONATION SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES TO MEANING THAN ANY WRITTEN REPRESENTATION OF THE SYSTEM CAN PROVIDE.

DEVELOPMENTAL ACTIVITIES

Level

(3,4)* Help the children to discover that some punctuation is an attempt to show where pauses are made in spoken word groups. Read one or two paragraphs to the children, using a monotone without pauses or stress. Ask, "How many sentences did you hear?" Discuss why the children do not know and are only guessing. (Because everything was run together.) Read the selection again with careful attention to the pauses between sentences, and move the heavy stress toward the last word of the sentence. Then ask the children to give the count of the number of sentences heard. They should conclude that they could tell when a sentence ended because the reader paused at the end of each sentence. Show the selection on the overhead projector to establish the punctuation that told the reader where and how to pause. Follow this with a duplicated selection on which children mark the ends of sentences.

T. Resource #27A, 27B

(3,4) Develop similarly the concept that we also pause at the end of sentences with the other terminal punctuation marks - question mark and exclamation point. After listening and practicing, discuss briefly the three levels of pitch used when one sees a period, a question mark, and an exclamation point. Remind the children that these punctuation symbols are clues for better understanding of an author's meaning and that the oral reader must make his voice obey the clues. For determining terminal punctuation marks, T. Resource #28 offers suggestions.

T. Resource #28

(3,4) Develop the concept that commas indicate pauses within sentences. T. Resource #28 gives several examples in which internal punctuation (commas only) is inserted by the children as the teacher reads the examples.

T. Resource #28

(3,4) Help the children to discover that a stressed word in a sentence can give particular meaning to the sentence. Ask, "Do you think I could say the same sentence several times and make it have a different meaning each time I say it?" Pick up a child's red pencil and put it on another child's desk. Say, "I don't have your red pencil." Next, pick up your own red pencil and repeat the sentence, emphasizing the word your. Then, pick up a child's yellow pencil and emphasize the word red when you say the sentence. Write the sentence on the board and let the children practice saying the sentence, stressing a different word with each reading. Discuss the meaning of each reading. Have the children write the sentence on their papers: "I don't have your red pencil." Direct the children: "After I read my part, you read to yourself the sentence you have written on your paper. Decide which word should be stressed to give the correct meaning and write the numeral 1 on top of that word." Then read:

*The four developmental activities are a sequential plan for teaching the intonation concepts.

Level

1. Someone has your red pencil, but....(I)
(Put a "2" on top of the word that should be stressed for this reading:)

2. I have your yellow pencil, but....(red)
(Follow the same procedure for the remaining sentences:)

3. I have my red pencil, but....(your)

4. He said that I have your red pencil, but....(don't)

5. I have your red book, but....(pencil)

6. I saw your red pencil, but....(have)

For further practice, use the sentence, "I didn't do that." T. Resource #29 and 30 may be used at learning stations for further practice. Let the children practice reading their sentences to a buddy or study partner.

T. Resource #29, 30

(4) Provide several examples, such as those listed below. Have the children discuss what is missing and whether they were able to get the exact meaning of the message. Lead the children to realize that meaning is affected by pauses (juncture) which are indicated by punctuation marks in writing.

After eating the dog my wife and I went for a walk.
What are you putting in the pie Alice.
Why are you washing Betty.

(4) Tape several role-playing situations in which the children are the participants. Play the tape and have the children note stress, pause, and pitch used by the players. Discuss improvements needed.

(4,5) Place a sentence on the board. Have several children read it aloud. Have them find several meanings for the sentence, depending on the stress and pitch.

Example: Mary is on the swing. (Mary, not Jane.)
Mary is on the swing. (Yes, she is.)
Mary is on the swing. (Not by it but on it.)
Mary is on the swing. (On the swing, not the monkey bars.)

Discuss the clues of intonation that gave a more exact meaning. Have the children conclude that emphasis on different words will change the meaning of an expression.

Follett, Gr. 5, p. 28

(5) Discuss some of the methods used to suggest emphasis in writing. Find examples of these: italics, underlining, color, boxing, brackets.

Sounds..., Gr. 5, pp. 159-161, 165, 212

(5) Point out the importance of intonation by saying "rocks and trees." Ask the children to write what they heard. See how many wrote "rocks and trees" and how many wrote "rock, sand, trees."

(5) Write on the board groups of words such as those below. Instruct children to pronounce each phrase so that classmates will know which phrases or words are being said.

I scream	sell fish	a company	I see	plan it	fasten eight
ice cream	selfish	accompany	icy	planet	fascinate

Level

Follett, Gr. 5, pp. 27, T28
American, Gr. 5, p. 9

(5) Have several children say: "I'd be glad to come!" Then ask if anyone could say the expression in another way. Suggestions: How would you say it -

If your best friend invited you to a birthday party? (excited)
If your neighbor asked you to come and take care of his prize pony? (pleased)
If the class bully invited you to fight him after school? (angry)
If a girl invited you to help her watch her bratty kid brother? (displeased)

Follett, Gr. 5, p. 28

(6) Review characteristics of intonation. Use a tape recorder, asking children to say "Hello." Ask several children to repeat sentences, such as, "Did you have fun?" and "I am going to the game." Play back the recording, having the children listen for changes in voice sounds. Use suggestions in the text for activities to do for stress and juncture. Generalize with definitions for pitch, stress, juncture, and intonation.

American, Gr. 6, G56; 166, 187-191
A Guide to the Study of the English Language Grades K-6, pp. 233-236

(6) Review the ways that authors help readers to comprehend meaning. Place on the board: "That that is is that that is not is not is that not it it is." Have children work out the meaning cooperatively to arrive at "That that is is. That that is not is not. Is that not it? It is." The children will realize that punctuation is necessary for meaning in written language.

Follett, Gr. 6, pp. 154-155
American, Gr. 6, p. 192
A Guide to the Study of the English Language Grades K-6, pp. 236-237

RELATING TO LITERATURE

(3) Give opportunities for the children to discover that in printed matter, words to be stressed are printed in italics, bold type, or all capitals; in writing, words to be stressed are underlined. Examples of the several printing techniques are abundant in all literature and reading books. The teacher can make opportunity for a discussion of their uses when the situation arises.

(4) Tape children's reading of several selections without explaining why. After they have finished, discuss the intonation patterns and how they could have improved their reading. Two good stories are "The Foolish Peacock" and "The Brahman and the Tiger."

Windy Hills, pp. 17-19, 127-131

(4) Read together the poem "Sweeping the Sky." Discuss why certain words should be stressed.

Follett, Gr. 4, p. T138

(4) Have the children read the selection "Archy the Cockroach." Discuss why the lack of punctuation is not a handicap.

Sounds..., Gr. 4, p. 143

(4,5) Introduce choral reading to the class to emphasize the use of intonation patterns. Suggested poems: "Daddy Fell Into The Pond," "Godfrey Gordon Gustavus Gore,"

Level

"The Mysterious Cat."

Sounds..., Gr. 4, pp. 280-293
American, Gr. 4, p. 281
Time for Poetry by May A. Arbuthnot, p. 50

(5) Discuss some of the methods used by authors to give the reader an idea of intonation and stress. Examples: "You're a Grand Old Flag" (swaying colored print to give a picture of pitch, stress, and rhythm); "The Railroad Cars are Coming" (broken lines - change in size of print to simulate distance); "Walking Happy" (upswing and downswing of lines to suggest mood of poem).

Sounds..., Gr. 5, pp. 93, 96, 156, 268, 272, 274

(6) Present a variety of poetry to children for choral speaking. Use prepared arrangements and then select poems for which the children can suggest arrangements.

(6) Correlate with social studies by reading "Whenever I say America" and a historical cantata, "Our Country 'Tis of Thee."

Treasure Gold, p. 319
Sounds..., Gr. 6, pp. 260-277

For additional poems for children to arrange, use "The Pirates" and "The Tale of the Custard Dragon."

Let's Enjoy Poetry, Gr. 4, 5, 6, pp. 48, 124, 130, 164-165, 169, 212-213, 218-220
Adventure Lands, pp. 224, 336-338

RELATING TO COMPOSITION

(3) Have children read their original stories, poems, and reports to a classmate, or permit them to record on a tape recorder at the talking-station. Help them to realize that this trial oral reading can help them to determine the placement of both internal and terminal punctuation.

(4) Read the selection "But Foods Don't Bite." Have the children, individually or as a group, rewrite parts of the selection as a dialogue. Have them act out the dialogue.

Sounds..., Gr. 4, pp. 88-95

(4) Read "Archie the Cockroach." Ask the children to imagine they are Archie and write an adventure "Archie style." Have them read each other's adventure.

(6) Write a poem cooperatively with the class. Duplicate a copy for each child. Divide the class into three or four groups. Have the children in each group arrange the poem for choral speaking, practice its arrangement, and perform it for the other groups. Have other class members evaluate the effectiveness of the choral speaking.

(6) Read the first stanza of "Swift Things are Beautiful." Change the first line of the first stanza to "Slow Things are Beautiful." Let the children write cooperatively a stanza to follow this line. After the composing session, read aloud the stanzas written by both the class and the poet. Discuss how intonation changes with the change of subject matter.

Let's Enjoy Poetry, Gr. 4, 5, 6, p. 170

CONCEPT E: SOME LANGUAGES DO NOT HAVE WRITING CODES, BUT MOST LANGUAGES USE SOME SORT OF ALPHABET TO INDICATE THE SOUNDS OF WORDS OF THE LANGUAGE.

DEVELOPMENTAL ACTIVITIES

Level

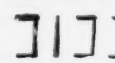
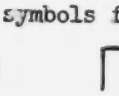
(3) Scramble some words and have the children unscramble them. A good source is from former spelling lessons or from current reading vocabulary.

American, Gr. 3, p. 5

(3) Give the children a few-letter word and let them see how many words they can make by changing one letter at a time.

American, Gr. 3, pp. 5-6

(3) Let the children devise new symbols for the letters of the alphabet, such as:

 is daddy;  is Mary

The children can then write a few sentences in their new alphabet for other children to decipher.

American, Gr. 3, pp. 51, 79, 205

(4) Read either "The History of the Alphabet" or "The Story of Our Alphabet." Discuss the development of our alphabet. Make several charts showing the changes in the alphabet.

Follett, Gr. 4, pp. 47-49
Creating Clear Images, pp. 22-23
The First Book of Words, pp. 27-28, 64

(5) Discuss the fact that some nations do not have written codes for their languages. Try to find some examples of these. Ask children why they think this is so.

(5) Read the story of Sequoyah and how he made up the Cherokee alphabet.

Sequoyah: Leader of the Cherokee by Alice Marriott

(5) Read a simple history of the development of our alphabet.

The 26 Letters by Oscar Ogg

(5) Use a transparency for comparison. Discuss the similarities and differences among several alphabets. Trace the development of our own alphabet.

T. Resource #11

(5,6) Make a comparison of the alphabets of several modern languages to show that not all modern methods of writing are based on our alphabet. (Example: Hebrew, Russian, Greek)

T. Resource #11
The Romance of Writing by Keith Gordon Irwen:
Arabic, p. 151
Russian, p. 153
Hebrew, p. 149

Level

RELATING TO LITERATURE

(3) Have several children read and work together on making a report on the story of our alphabet. The following books are listed in order of difficulty:

A is for Apple, and Why by Solveig Paulson Russell
Read All About It! The Story of News Through the Ages by Frank Jupo
The First Book of Codes and Ciphers by Sam and Beryl Epstein

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V. RELATIONSHIP BETWEEN SPEECH AND WRITING

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Notes

VI. LANGUAGE AND EXPERIENCE

CONCEPT A: WORDS CAN GIVE ONLY AN APPROXIMATE IDEA OF THE ACTUAL EXPERIENCES THEY REPRESENT

DEVELOPMENTAL ACTIVITIES

Level

(3) Project with an overhead projector the following pictures: a big, red, juicy apple, a bottle of perfume, and a piece of burlap. Have the children describe verbally the feelings they get from each of these pictures. After the descriptions are given, have the children taste a piece of an apple, smell the perfume, and feel the texture of the burlap. Let the children describe again their feelings after being able to taste, smell, and touch. Through discussion the children may reach the tentative conclusion that sensory experiences are harder to describe than "seeing" experiences because there are fewer words to describe the senses of taste, smell, and touch than the sense of sight.

T. Resource #31A, 31B, 31C

(3) Place an object in a bag. Have the children feel the object without looking at it. Let the children describe the object and their feelings about it.

(3,4) Have the children bring in magazine pictures showing various emotions of fear, anger, happiness, etc. When all the pictures have been collected, have the children express in words the emotions suggested by the pictures.

(4) Discuss the different ways the children can describe a situation, especially noting the senses. List the five senses as headings on the board. Have the children suggest words that describe the sights, sounds, smells, tastes, and textures they might observe around the school. List these on the board under the appropriate headings. Then have the children actually experience these senses by taking them on a walk through the school. Lead the children to conclude that the words listed give only an approximate idea of their actual experiences.

T. Resource #31A, 31B, 31C

(4) Follow up the above activity by organizing five experience centers, one for each of the senses. At the tasting center, have small containers of salt, sugar, apple slices, onion, pickle. Have each child, after he has been blindfolded, take a taste from the container and write words to describe the taste. At the smelling center, again blindfold the child. Have him smell things such as onion, flowers, orange, rubbing alcohol, soap, perfume. Again have him write words to describe what he smells. Pattern the other centers after these two. After each child has proceeded to all five centers, have the class discuss the descriptive words and phrases they recorded, noting how they help to make their written expression clearer and more exact.

Follett, Gr. 4, p. T92

(4) Play the game "Feelie-Meelie." Place several objects in a box with a hole in it. Have a child put his hand in the box and feel for an object that has been named by the teacher (spoon, pencil, hard ball, eraser, sponge). After doing this several times, discuss how the children knew which object to pick.

Level

(5) Create a situation in which a boy and his best friend both want to be elected class president. The boy wins. How does he feel? What does he say to his friend? Then put the losing friend into the role. How does he feel? How does he react to the winner? Devise situations in which the children figure out how to deal with other emotions such as embarrassment, self-consciousness, loneliness, fear.

(5) Let the children express both positive and negative emotions through pantomime. Example:

How would John react if he had been punished for something he didn't do?

How would Sally react upon winning a spelling bee?

(5) Ask the children to describe their feelings when they are happy, sad, angry, proud, undecided. Ask: Do your descriptions give your classmates a true picture of how you feel?

(5) Say: Your inner feelings have shape and color. Do you ever feel blue, see red, or have a dark brown taste? Tell about one of your experiences with shape or color of inner feelings.

Follett, Gr. 4, p. 164

(5) Have the children draw and color pictures showing how they feel when they are happy or sad, or when they have been accused of doing something of which they are innocent.

(5) Start a discussion: In how many different ways could you tell a friend of your inner feelings? What is the best way your closest friend can tell how you really feel?

(5) Ask: What do you see, hear, smell when you watch someone:

1. Taking a cake out of the oven?
2. Tarring a roof or pavement?
3. Painting a wall?

(5) Ask the children to tell what they remember about the last time they tasted fried chicken; spaghetti; buttered popcorn.

Follett, Gr. 5, p. 178

(6) Have the children discuss a recent shared school event (balloon ascension, assembly), recalling details such as date, time, weather, clothing. If slides of the event are available, use them for visual imagery. Then recall details of a vicarious experience (newspaper article, sports event). Help the children realize that although a first-hand experience is more accurate than a vicarious experience, it is not always possible to have direct experiences. In the discussions, review the part that the five senses play in helping us form impressions.

American, Gr. 6, pp. G23-24; 66-68

RELATING TO LITERATURE

(3) Stimulate a discussion on the topic "Taste, Smell, and Touch Words," by reading the following poems to the children:

"Some Cook!"
"Smells"
"On the Beach"
"That Was Summer"
"Feet"
"Hands"

Level

Follett, Gr. 3, pp. T113-115; 159

(3) Read the poem "April" to the children. Discuss the ways in which the poet conveyed his feelings through words.

Follett, Gr. 3, p. T116

(3) Show the children how a good writer can reconstruct experiences that produce feelings in the reader, by using the film Of Ghosts and Goosepimples by Mary Ann Stevenson or the record "Alfred Hitchock for Young People," or similar films and/or records.

(3) Have the children list the feelings portrayed in the following poems:

Spring

Spring is the time of year when flowers start to bloom.
And rain drops fall and play a pretty tune.

Written by a nine-year-old girl.

Winter

The snow is falling.
The ground is getting white.
The children are snowballing
The birds are looking for food
With all their might!

Written by an eight-year-old girl.

Dinosaurs

Long ago beneath the stars,
Walked the giant Dinosaurs.
Earth would tremble as they walked,
When their giant prey they stalked.

Written by a nine-year-old boy.

(4) Have the children read the following selections to note how the authors constructed experiences to produce certain feelings in the reader. Discuss the actual feelings of the children produced by the reading of each selection.

"Charlie and the Chocolate Factory" - happy
"My Favorite Things" - happy
"Someone" - eerie
"Not Quite Martin" - eerie

Sounds..., Gr. 4, p. 184
Magic Carpet, p. 163
Windy Hills, pp. 230-246

(4) Read the selection "The Cricket in Times Square." Discuss how the cricket was able to tell where he was by sounds, especially when he was trapped in the picnic basket.

Magic Carpet, pp. 65-75

(4) Read to the children the poems "In Praise of Water," "What is Jazz," "Rain Sizes." Have them pick out examples of sense imagery: sight, touch, hearing, taste. Ask

Level

the children to describe the mood of each poem.

Follett, Gr. 4, pp. 146, T93
Sounds..., Gr. 4, p. 39

(4) Use the poem "The Blind Men and the Elephant," to develop the idea that using only one sense can give just an approximate idea of the experience, not the exact idea.

American, Gr. 4, pp. 142-144

(4) Discuss the children's experiences with the wind, listing words they would use in its description. Then read the poem "Wind" and compare the author's description of the wind with the children's.

Joys and Journeys, p. 192

(5) Read "The Unwilling Witch." Have a child pretend he is Anne telling a London friend of her feelings during the time she was accused of being a witch. Could her friend really feel as Anne felt? Why or why not?

(5) Read "What is Red" to note the feelings which the color inspired in the author.

Follett, Gr. 5, p. 166

(5) Read "A Problem of Purple Proportions." Have the story dramatized, accenting Callie's feelings. Can children feel empathy for her? Have they had similar experiences?

(6) Read aloud three poems about books. Let each child select the poem that comes closest to describing his feelings on books and tell why. Emphasize the importance of words in producing images.

Follett, Gr. 6, pp. T58, 120, 121, 122

(6) Have the children enjoy the story "Lure of the Sea." List examples of phrases the author uses to help the reader share his feelings. Organize these phrases under headings: See, Feel, Hear, Smell. Note the importance of adjectives.

Treasure Gold, pp. T 64-65, 179-185

(6) Read the first four lines of the poem "Daddy Fell Into The Pond," by Alfred Noyes. Discuss the mood evoked and the poet's words that brought about the feeling. Talk about a possible change of mood and how the poet could create it. Complete the reading of the poem. Children might illustrate this poem to show how they visualized the poet's words.

Mountain Peaks, p. 63

RELATING TO COMPOSITION

(3) Refer to an object concealed from sight in a bag. Have the children write a brief description of the object after they have felt it. Then after they can see the object, have the children write another brief description of it. Have individual children compare their "before" and "after" descriptions.

(3) Encourage children to express their feelings or describe some taste, smell, or touch of an object in poetry form.

(3) Keep a class file of objects or pictures collected and brought in by the children which show emotional feelings or depict the sense of touch, taste, or smell. Elicit

Level

descriptive words or phrases about these pictures and objects as they are brought to class, and write them on filing cards. As an example: a child brings a piece of velvet to school; the teacher allows the children to feel the texture of the velvet; then the piece of velvet is stapled to an index card and the descriptions are written on the card. This can be a continuous file kept throughout the year to which children can refer during creative writing sessions. Some of their descriptive phrases could be...

nice, smooth, transparent glass
the roughness of a cinder block
the softness of a big, plump piece of cotton
the smooth slipperiness of oil
bristly squirrel's tail
a scratchy piece of sandpaper
the fluffy tickle of a large, purple ostrich plume
the crispness of crumpled-up paper
warm water trickling from a faucet

(4) Have the children recall an exciting school event, such as field trip, sports day, party. Have them recount the event and how they felt about it by writing a letter to a friend in another class. Read the letters aloud. Discuss the vocabulary they used to describe their feelings about the event.

(4) Ask the children to bring in an object that is special to them. Have them write a factual description of the object as to color, shape, size, weight. Have several pupils read their paragraphs. On the following day, have them write a paragraph about the same object, telling their feelings about the object. Compare the two paragraphs and discuss how combining them gave a more complete picture of the object.

(5) Suggest that each pupil write a description of a personal experience which had a strong emotional impact on him. Share these experiences with the class. Contrast the feelings of the individual author with the reactions of his classmates.

(5) Have children create a color story in which they tell what a certain color means to them or how it makes them feel.

(6) Let children write descriptions of their feeling about books in poetry form.

(6) Read "Daddy Fell Into The Pond." Let the children try changing the mood after the first four lines. Share the efforts with the class. Each child's version of the poem could be traded to a buddy for illustration.

Mountain Peaks, p. 63

CONCEPT B: SOMETIMES THE SOUNDS OF LETTERS AND WORDS IMITATE THE SOUNDS OF THE THINGS THEY ARE DESCRIBING.

DEVELOPMENTAL ACTIVITIES

Level

(3) Have the children start a list of sound words. These may include words such as buzz, zoom, whiz, ee-e-e-ek, hum-m-m. Glean these words from all reading sources. Let the children compare their lists and tell who or what makes these sounds and under what conditions.

Level

(3) Help the children to discover that many words in our language are onomatopoeic, such as snap, crackle, pop, plunk, slap, whack, and that these words came into our language because trying to imitate the sound was the best way to describe it.

T. Resource #32, 33

(4) Discuss how some birds get their names by the sounds they make (bob white, chickadee). Play a recording of some bird calls and have the children make up names for the birds by the sounds they hear.

(4,5,6) Say: Some words sound like the sound they describe. Listen to these words as you pronounce them.

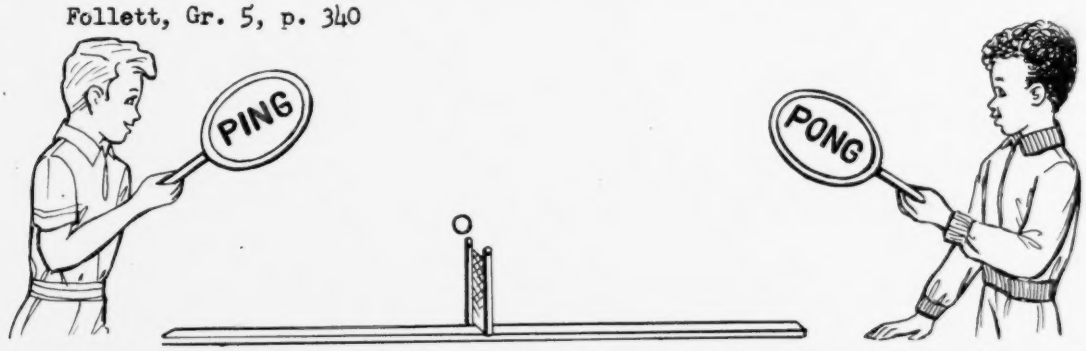
hiss, tick, buzz, thundering, gurgling, droning, whirring, rustling, throbbing

Can you think of others? Let's make a list of words that sound like their meaning.

Follett, Gr. 5, p. 336

(5) Have the children list words to shape the sound of rain whispering, pouring, beating, belting, slashing; the sound of a train; the sound of the ocean; the sound of a cat.

Follett, Gr. 5, p. 340



(5) Ask: Pretend that you have been commissioned to illustrate a music magazine. What shapes would you give to -

tinkling, jungling, clinking sounds?
buzzing, purring, murmuring sounds?
thundering, gurgling, droning sounds?
shirring, rustling, throbbing sounds?

Follett, Gr. 5, p. 336

(6) Use a product name, such as "Slurpee," to show that words have been invented to imitate sounds and that these are called onomatopoeic words. (You may prefer to use the alternate spelling and pronunciation: onomatopoetic.)

American, Gr. 6, p. 59

RELATING TO LITERATURE

(3) Read to the children or ask the children to read stories and poems containing onomatopoeia. Some suggestions are:

"Little Boy with a Big Horn"
"Angleworms on Toast"
"A Parade"
"I Have to Have It"

Level

"Sounds" "The Wind"
"What Is Whizz?"

Follett, Gr. 3, pp. T160, T161, 52-54
Sounds..., Gr. 3, pp. 18, 80
Treat Shop, pp. 12-19, 237-241

(4) Ask the children to think of: "animal-sounding" words - bow-wow, meow; "people-sounding" words - giggle, cough, scream; "nature-sounding" words - rustle, babble. Discuss how the sound of the word is like the sound it names. Read the selection "Going to Town," by Emma Brock. Discuss words in the story that present the concept of onomatopoeia (squawking, neighing, bawling, sloshing).

Windy Hills, pp. 149-157

(4) Read the selections "Pinocchio," "Not Quite Martin," and "Noise," to recognize words that sound like the noise they name (buzz, bum, sizzle, sneezed, rattle, throb).

Windy Hills, pp. 58-68, 230-245
Let's Enjoy Poetry, Gr. 4, 5, 6, p. 161

(4) Read the poem "The Pirate Don Durk of Dowdee," and have the class note the alliteration (parrot, Pepperkin Pye; coat, crimson, cut). Note onomatopoeia used by the poet (slosh, squash, jingly). Discuss how alliteration and onomatopoeia affect the mood of the poem.

Let's Enjoy Poetry, Gr. 4, 5, 6, pp. 240-241

(5) Read "The Bells" by Edgar Allen Poe to the children. Ask them to note words used by the poet that suggest the sounds of light, tinkling bells in stanza one (tinkle, oversprinkle, crystalline, tintinnabulation). Contrast the bells in stanza one with those in the other stanzas.

Follett, Gr. 5, pp. 337-338

(5) Read "Sea Fever" by John Masefield to see how the sound of the words contributes to the mood of the poem.

Follett, Gr. 5, p. T135
Let's Enjoy Poetry, Gr. 4, 5, 6, p. 124

(5) Read "Jamboree for J" to see how the author associates moods with the letter "J."

Follett, Gr. 5, p. 339

(5) Read "Weathers" by Thomas Hardy to plan for choral reading; identify sounds with types of weather.

Let's Enjoy Poetry, Gr. 4, 5, 6, pp. 178-179

(5) Have the children read for enjoyment "Shag, Last of the Plains Buffalo" by Robert McClung; note words which depict sounds, such as snorting, bellowed, roared, crashed, etc.

Sounds..., Gr. 5, p. 50
Silver Web, p. 135

(5) Read "Skating" by Herbert Aisquith. Point out the following with the children:

a. The rhythm of the poem is created by the length of the line and the use of the

Level

-y and -ing endings to suggest a skating motion. (That is, the verb endings help create the effect.)

b. The author's use of verbs gives the movement and sound of skating. For example: grit, grate, skimming, curving.

Let's Enjoy Poetry, Gr. 4, 5, 6, p. 34

(5) Read "Rain Song of the Rio Grande Pueblos" by Mary Austin. The marked rhythm of this poem imitates an Indian drum. Because of the steady beat, children may enjoy reading this poem to a metronome or to a drum beat. Find the verbs and determine whether or not they are stressed.

Silver Web, p. 173

(6) Read the poem "The Ride-by Nights." Help the children increase their enjoyment by noting the contribution of onomatopoeic words to the mood of the poem.

Sounds..., Gr. 6, pp. 176-177

(6) Read poetry that will help the children discover alliteration. A verse from "Terriers" will help children hear and enjoy saying words with repeated sounds.

"Poodles go prancing on pedicured paws.
Setters are fleet as a song.
Wolfhounds stalk haughtily. Corgis cavort.
But terriers trundle along."

The poem "Silver" can also be used for the same purpose.

T. Resource #34
Adventure Lands, p. 233
Follett, Gr. 6, p. T128
Sounds..., Gr. 6, p. 172

(6) Read "Song of the Sea Wind" by Austin Dobson. Note the effects achieved through the poet's use of alliteration.

Let's Enjoy Poetry, Gr. 4, 5, 6, p. 214

RELATING TO COMPOSITION

(3) Have the children write a paragraph that describes sounds of an action; for example, the sounds of children leaving the school building for recess or the sounds of mother mixing a cake.

(4) Write on the board the following paragraph from "Joji and the Frog" by Betty Jean Lifton:

> But one day while the farmer was gone, a fearsome fog floated over the farmyard; breathing his foggy breath on Joji and the crows and all the young rice plants. From his long foggy nose to his long foggy toes, he was the most frightful fog that Joji had ever met.

Read the paragraph aloud. Discuss the predominant sounds and how they help make the story more fun to read and hear. Have the children recall tongue twisters in the selection in which certain sounds are repeated. Write other tongue twisters repeating a certain sound.

Level

(4) Have the children recall words that sound like the noise they name - thud, sneeze, crash. Write on the board a nonsense word (such as galoomp, sputtle) which names an object. Have the children write a descriptive paragraph on what they imagine the object does by the sound of its name.

(5) Have children write a short description or verse using words to bring out the sounds characteristic of a given subject.

(5) Have children write a poem based on the poem "Jamboree for J."

Follett, Gr. 5, p. 339

(6) Have children write original verses using alliteration.

CONCEPT C: DIFFERENT PEOPLE REACT DIFFERENTLY TO THE SAME STATEMENT.

DEVELOPMENTAL ACTIVITIES

Level

(3) Make a statement, such as: "Rain is predicted for tomorrow." Discuss the way in which each of the following people would react:

a family planning a picnic
a child when tomorrow is Saturday
a child when tomorrow is a school day
a child who has tickets for the major league ball game.

Help the children to make statements similar to the one above and note the reaction of the class. Let individual children explain why they felt the way they did.

(3) Let the children construct a bulletin board, using a title such as "I Dream of Summer," or "I Dream of Christmas," and have them make pictures to show their individual reactions.

(4) Have pupils role-play situations in which two players must react differently to the same situation (hungry child, turkey at Thanksgiving; fish, fisherman). Ask what factors determined how they felt.

(5) Prepare a list of words containing a number with strong connotations, such as candy, football, snake, dolls, spinach, ice cream, cat, brother, jungle. Have each child react to each word as favorable, unfavorable, or neutral. Compare the number of reactions to each word. Let the children draw the conclusion that different people will react differently to the same word depending upon their background.

(5,6) Have children act out the reactions of different people to the statement: "The weatherman predicts rain all day today." Ask them to pretend these situations: You have only one day off and plan to go to the seashore. You are a housewife who has just finished putting her laundry on the clothes line. You are a twelve-year-old boy who has been told to cut the grass. From the responses made, the class should conclude that different people react differently to the same statement.

RELATING TO LITERATURE

(4) Read several poems written on the same subject by different authors. Have the children contrast the ideas that the authors presented and the way they reacted to

Level

the same subject. Some poems that contrast feelings on night are: "Darkness," "The Night Will Never Stay," "To a City Child at the Lake," "Check," and "Good Night." Some poems about rain are "Rain," "It is Raining," "Spring Rain," "Winter Rain," and "City Rain."

Follett, Gr. 4, pp. T154, 269, 270, 271, 280
Let's Enjoy Poetry, Gr. 4, 5, 6, p. 200
Sounds..., Gr. 4, p. 38
Windy Hills, pp. 148, 224

(4) Read the selection "Star of Wild Horse Canyon," and have the children discuss how Star would have told the story of his capture.

Windy Hills, pp. 2-15

(5) Read "Paul Bunyan and his Blue Ox" by Molly Cone for a humorous account of the reaction of different people to the same situation.

Bold Journeys, p. 26

(5) Read "Rugged Men of the Rockies" by Fred Reinfeld to note the difference in the reactions of a modern sportsman and those of a mountain man of earlier days to the same situation.

Bold Journeys, p. 99

(6) Have children write their reactions to the statement, "The sun will shine today." Ask several children to read what they have written. Then read the story "All Summer Is a Day." Find and reread the responses of the children in the story to the sun shining. Discuss why these children reacted so very differently from children in the class.

Follett, Gr. 6, pp. 123-131

RELATING TO COMPOSITION

(3) Give the children a list of words and phrases and have them write one or two words which give their reaction. Such a list might include tornado, rock music, snow, shotgun, overshoes, fish, mud puddle, mother. Give the children a chance to read their reactions if they wish.

(4,5,6) Have the children recall the sequence of events in a well-known fairy tale, such as "The Three Bears," "Little Red Riding Hood." Discuss how the story would change if it were told from another point of view (wolf, woodcutter, grandmother). Divide the class into groups. Have each group plan together and rewrite the story from a different character's point of view. Have each version read and compared.

(5) Suggest that children write of an experience in which their reaction to a situation was different from that of a friend, a parent, etc. What was the outcome of the situation?

(5) Present a hypothetical situation and have each child react to it in writing. Share reactions, and discuss the reasons for the differences. Example:

> It is 3:30 p.m.; the school dismissal bell has just rung. The principal has just made the announcement on the intercom that because of storm warnings, no one will be allowed to go home. Write your reaction to the announcement. Be sure to explain your reaction.

Level

(5) Read "Riddle This, Riddle That." Finish the story as if the weather man had predicted rain for the day.

Just Laugh, p. 132

(6) Have paragraphs composed that reflect responses of different members of the same family to the statement, "Hurry up! We're going to Ocean City."

CONCEPT D: LANGUAGE EXTENDS EXPERIENCE, AND EXPERIENCE EXTENDS LANGUAGE.

DEVELOPMENTAL ACTIVITIES

Level

(3) Encourage children to tape record their oral reading of poems, parts of stories, and their own reports and creative writings in order to check their pronunciation. Have them play their recordings for a buddy-critic.

(3,4) Develop with the children the vocabulary which relates to each subject area of study. Help the children to discover that precision of word choice leads to precision of thought. After a lesson, movie, or field trip, review the new words which appeared; have the children tell the meaning, pronounce the word correctly, and use the words in sentences in response to pertinent questions. Children should be encouraged to keep vocabulary lists of words from each subject area of study and activities and also from their own areas of interest.

American, Gr. 3, pp. 218-219

(4) Have the children discuss an experience which none of them have ever had, such as whaling, skiing, visiting the North Pole, skin diving. Discuss how they can describe an experience they've never had. This can be extended to composition.

(4) Help the children extend their experience by working on language with a younger child on a one-to-one basis. Have the pupil choose several words to teach the child. He might put the words on flashcards, draw pictures, or write a short story, using the words to help the younger child learn the vocabulary. Have the pupils return to the younger children about a week later and see how much the children have retained. Discuss the necessity of repeating a word until it becomes familiar.

(4) Have the class watch a "talk" program on television. Compile a list of new vocabulary from the program. Help the children to see that unless they repeat the words until they become familiar, the words will not become a part of their vocabulary.

(3,4,5) Help children to appreciate and enjoy using figures of speech (similes and metaphors) by giving them the beginning of some expressions for them to finish, like these incomplete similes:

as soft as _____	It flew like a _____
as hard as _____	It fell like a _____
as bright as _____	It spun like a _____
as shiny as _____	She sang like a _____

Let the children read and compare their finished products. Encourage children to make up their own similes.

Level

(4,5) Have children keep a record of the new words they learn how to use during the course of the school year. (This will help them realize that learning language is a continuous process. Vocabulary is one aspect of language.)

(5) Refer to the activities as presented in Our Language Today, Book 5 for suggestions to teach the following concepts:

Expanding sentences
Similes
Combining sentences
Affixes
Usage

American, Gr. 5, pp. 280-281, 283, 284, 286-287, 289, 290

Refer to A Guide to the Study of the English Language Grades K-6 for further suggestions.

pp. 154-157, 160, 164, 168-170, 176-180

(5) Ask the class to list unusual characters or creatures which they have met in their reading of myths, legends, fairy tales, etc. (Fairies, gnomes, centaurs, unicorns, etc.) During the discussion, list words or phrases of description ascribed to each of these. Then ask the class to draw a picture of one. (The pictures will undoubtedly bear great similarities.) Ask the class if they have ever seen a fairy, a witch, a centaur, etc. If they have not, how do they know how they would look? Develop the idea that language extends experience by making us familiar with things we could never see otherwise.

(5) Plan and take a field trip to Goddard Space Center, Baltimore Transportation Museum, or the Baltimore Museum of Art. Discuss with the children the new language concepts they have gathered as a result of these trips and related activities.

(6) Use a concrete example, such as a balloon, and ask children what they could compare with a balloon. Uncover a sentence on the board: "Tampleton ate so much that his stomach looked like a balloon." Discuss the similar characteristic of both balloon and stomach. Use other examples and develop a definition of a simile.

T. Resource #35
American, Gr. 6, pp. 77-78

(6) Use a simple cartoon showing a ship and waves. Let children give sentence descriptions of the cartoon and have them recorded on the board. Perhaps similes will be given. The teacher can then write the sentence, "The ship was plowing the sea." Children could analyze to see how this differs from similes. Develop the definition of a metaphor after using many examples.

T. Resource #36
American, Gr. 6, p. 79

(6) Develop the idea of personification by using sentences such as: "The train was a snake, crawling through the mountains." "The moon is angry." "The sea lashed the shore savagely." "The leaves danced gaily."

American, Gr. 6, p. 79

(6) Extend written language skills by helping the children develop techniques for expanding sentences, combining sentences, and rearranging sentences. The teacher could select well-constructed, colorful sentences from a story and "reduce" them for presentation and development, such as:

Level

"The saga spotlight fell upon the few individuals who returned successfully home to Iceland with their cargoes of wood and wine and their stories of Vinland the Good."

Reduced:

"The spotlight fell on individuals who returned home with their cargoes."

American, Gr. 6, pp. 47-49
Follett, Gr. 6, pp. T167, 364-369
Mountain Peaks, pp. 157, 162
Sounds..., Gr. 6, pp. T51-53

RELATING TO LITERATURE

(3) Have the children keep a record of new words as they are found in stories and poems.

American, Gr. 3, p. 265

(3) Have the children select and record the figures of speech they find in their various reading and literature books. Encourage them to share their findings with the class. The following are suggestions: "The Shadow on the Hill" and "Far-Away Clouds."

Follett, Gr. 3, p. T100

(3) Use the poem "Comparisons" after the children have written their own similes.

Follett, Gr. 3, p. T100

(4) Read the following selections and have the children find comparisons in each:

"Smoke Animals"
"Metaphor"
"Fog" and "The Mountains Are a Lonely Folk"
"Wind is a Cat"
"The Moon's the North Wind's Cooky"
"Denis and the Cloud"

American, Gr. 4, p. 110
Joys and Journeys, p. 361
Let's Enjoy Poetry, Gr. 4, 5, 6, p. 9
Magic Carpet, p. 166
Peacock Lane, pp. 215-228
Windy Hills, pp. T197, 220

(4) Read a selection where technical words new to the children are introduced ("Crash Alert," "Sheep-Shearing," "Spark Plug"). Have the children list the new vocabulary they have learned from the story. Encourage the children to make this a part of their speaking and writing vocabulary.

Joys and Journeys, pp. 218-231
Magic Carpet, pp. 253-261
Windy Hills, pp. 310-316

(5) Read "Inside a Poem," noting unusually colorful expressions used by the author (e.g., "a lightning-split," "fins on a bird," "feathers on a deer," "taste all colors"). Help the children appreciate colorful expressions of poetry and different ways in which the poet views the world.

Follett, Gr. 5, p. 284

Level

(5) Read the following poems to enjoy figures of speech:

"The Highwayman" by Alfred Noyse
"Dreams" by Langston Hughes
"The Moon's the North Wind's Cooky" by Vachel Lindsay
"White Horses" by Winifred Howard

The Dreamkeeper and Other Poems Sung Under the Silver Umbrella by Langston Hughes

(5) Ask any of the children if they have ever been to Idaho. Most of them will probably not have been. Then start a discussion as to how they could learn something about it without going there. (Develop idea that language (reading) extends experience. This can be done with a variety of subjects and articles.) Then read the article "Idaho, Gem of the Mountains," to gain pertinent information concerning Idaho.

Bold Journeys, pp. 485-490

(5,6) Read "The Dinosaurs," "A Modern Dragon," and "Sea Horse" to note personification.

Follett, Gr. 5 pp. 198-199
Adventure Lands, p. 235

(6) Read "Tracks in the Snow" for imagery. Find examples of similes, metaphors, and personification that blend skillfully to produce the total picture.

Mountain Peaks, p. 225

(6) Use the poem "A Cliché" to note "worn out" similes. Have the class listen for any similes that are either "tired" or very clever. Cards could extend the ideas in the poem: warm as....; quiet as....; slow as.... Or different ones may be suggested: as sharp as....; as thin as....; as noisy as....; as tall as...., etc.

Sounds..., Gr. 6, p. 236
Follett, Gr. 6, p. T53

(6) Enjoy the poem "The Fish with the Deep Sea Smile" for figurative language.

Into New Worlds, pp. 190-191

(6) Read a myth, "How Pete Lost a Race," for enjoyment and discovery of figurative language.

Launchings and Landings, pp. 45-50

(6) Read "The New Colossus" by Emma Lazarus and enjoy the metaphors creating power (beacon-hand, wretched-refuse).

Launchings and Landings, p. 130

(6) Read "Skeeter Chariot High in the Sky," a humorous tall tale. This selection is excellent for finding examples of figurative language, also dialect, idioms, and invented words.

Launchings and Landings, pp. 134-139

(6) Use a fairy tale, like "It's Perfectly True," to develop examples of personification through talking animals (gossip of hens).

Mountain Peaks, pp. 2-4
Sounds..., Gr. 6, pp. 114-115

Level

(6) Read "The Open Road" from Wind in the Willows for enjoying personification.

Treasure Gold, pp. 322-337

(6) Read "Bambi and the Enemy" to determine the importance of personification to the plot.

Adventure Lands, pp. 146-154

RELATING TO COMPOSITION

(3) Have the children write a paragraph or a poem describing what they would want to be like if they were an animal. This could be varied by having the children write about what they will be like when they are teen-agers or adults. Encourage them to use figures of speech.

(4) Have the children write a class experience story on a field trip or a classroom activity. Have the finished story read over the intercom or read to other classes.

(5) Have children pretend they have been hired by a representative from a paint company to promote a new line of paints. Their job is to name the paints so that the name will be appealing and make someone want to buy them.

Suggestions: sunset orange
campfire red
seashell white

(5) Take the children outside to observe the sky on a clear day when the sky is full of billowy clouds. Tell the children to let their imaginations go and write what they saw as they looked in the sky. Create a spirit of competition to elicit highly imaginative paragraphs.

(5) Let children write a poem patterned after "The Concrete Mixer" by Timothy Langley, which gives human characteristics to a machine.

Follett, Gr. 5, p. T110

(5) Have the child pretend he is a machine and write a story telling how a human being looks to him.

Follett, Gr. 5, p. 199

(5) Have the children make up a story about an animal that looks and acts like a person.

(6) Give the children opportunities to enjoy reading many animal tales and develop good understanding of personification. Have them select two animals and write a conversation or an adventure using human qualities.

CONCEPT E: THE LANGUAGE WE GAIN THROUGH OUR OWN EXPERIENCES IS THE LANGUAGE WE USE IN ORDINARY COMMUNICATION. THE LANGUAGE WE COME TO UNDERSTAND IN LITERATURE IS LANGUAGE THAT EXTENDS OUR EXPERIENCE BEYOND THE THINGS THAT ACTUALLY HAPPEN TO US.

DEVELOPMENTAL ACTIVITIES

Level

(3) Select about six children from the class; pin on their backs a tag with the name of

Level

a familiar animal, such as dog, cat, cow, horse, etc., or the name of a specific dog (St. Bernard), etc. Do not let the chosen children see their own tag or tell each other the name of the animal placed on their backs. Have the children in the class give descriptive clues to the tag-wearers to see if they can identify their animal name. The teacher should help the tag-wearers realize that the clues given by the class made it possible for them to guess the animal they represented. The children were able to give these clues because of their own experiences in language.

(3) Ask the children to make mental pictures for themselves as other members of the class are called upon to describe: a Barbie doll, the animals seen at a circus, a GI-Joe doll, a county fair, or city carnival. Help the children discover that language communication is gained through our experiences.

(3) Correlate language with art. Have the children describe in art form (papier mâché, painting, cut and paste) an imaginary creature, such as a genie, a giant, a troll, an elf, or a fairy. Analyze with them the experiences they would have needed in order to describe this creature which they will never see. Point out to them that they can picture in their minds many imaginary characters in literature that they will never actually see.

(4) Read a description of a mythical creature, such as the following:

> "He came out of the sea dripping seaweed from his fangs. His glassy, carrot-colored eyes bulged out of his scaly, green head. As he came closer, we could see the fish-like fins flapping on the side of his huge head. His body resembled a monstrous army tank lumbering toward us."

Ask them to list the words that helped them "see" this creature. Note with the children their ability to picture the monster because of their experience with the words used in the description. Have them try to draw the monster from the description.

(4) List several words on the board (giant, dragon, elf, unicorn, witch). Discuss what these words have in common. On paper, have each child list five describing words for each character. Compare the describing words. What experiences made them able to see these imaginary characters?

(5) Ask the children to name some of their favorite farm animals. Discuss the traits of the animals, their usefulness, and the reasons why the children like them. Ask how they have learned about these animals, and why they can speak about them so that everyone understands what they are saying. (These animals will be ones which the children have seen or learned about through personal experience.)

(5) Initiate a discussion by asking: By what other means than personal experience could you learn about animals of different kinds? (Reading) What are some of the animals with which you have become familiar through reading? (Be sure to confine these to animals which the children have not seen. Among the animals named may be real ones as well as imaginary ones: yark, zebu, dragon, three-headed monster, Pegasus.) How is this knowledge different from what you told in the previous discussion? (These names and knowledge come to them through literature and not through personal experience.)

(6) Discuss with the children members of groups, such as family, community, government. Lists of members could be placed on the board. The characteristics or roles of several members could be discussed. Conclude that the reason for their knowledge about these people is their personal experience. Contrast this with their knowledge of a literary character (dwarf, prince). Generalize that their information is the result of experiences with literature.

Level

RELATING TO LITERATURE

(3) Have the children read the selection "Our New Home in the City." Ask the children to list all the words which are usually used in daily communication (apartment house, park, basement, library, school).

Sounds..., Gr. 3, pp. 47-67

(3) Prepare the class for a choral reading presentation of the poem "Cows," which describes an animal familiar to the children.

Sounds..., Gr. 3, pp. 174-175

(3) Explore the world of imaginary characters through the following poems:

"If You've Never"
"The One-Legged Stool"
"A Goblinade"

Let's Enjoy Poetry, Primary, pp. 152, 194-195, 202-204

(4) Read the poem "The Sea Wolf." Have the children pick out words that describe the animal. Discuss the mental picture the author gives and how this extends experience.

Sounds..., Gr. 4, pp. 144-145

(4) Read a poem, like "The Kitten," that describes something without naming it. Have the children guess what is being described. Discuss the words that helped them "see" the object.

Let's Enjoy Poetry, Gr. 4, 5, 6, p. 190

(4) Introduce a unit on fairy tales. Begin by discussing the elements many fairy tales have in common, such as the numbers three and seven, magical charms and spells, wish-fullfillment, happy endings. By filmstrip, record or literature, re-tell several fairy tales, such as "The Three Wishes," "The Silver, Golden and Diamond Prince," "The Tinder Box," "Rumpelstiltskin," "Snow White," "Sleeping Beauty." Discuss how these stories extend our experience beyond the things that actually happen to us.

Follett, Gr. 4, pp. T46-51
Peacock Lane, pp. 145-156
Magic Carpet, pp. 216-222

The above activity can also be developed using folk tales.

Follett, Gr. 4, pp. 65-83, 137-138, 282-292
Sounds..., Gr. 4, pp. 16-18, 158-165, 242-247
Magic Carpet, pp. 185-190, 200-201
Windy Hills, pp. 21-23, 40-51, 122-126

(4) Discuss facts the children know about bats. Record this information on the board. Read the poem "A Bat is Born." Discuss their newly learned knowledge about bats.

Sounds..., Gr. 4, pp. 96-97

(5) Read a selection of literary prose. Ask: Is the language used here the same as the language you would use? Is this language acceptable to you? Where is it acceptable? In a friend's speech? In literature?

"Hakon of Rogen's Sage" by Erik Christian Haugaard

Level

"The Plain Princess" by Phyllis McGinley

Let's Read Aloud, p. 192
Wide Horizons, Gr. 5, p. 425

(5) To enjoy poetic language read:

"A Was Once an Apple-Pie" by Edward Lear
"Jump or Jiggle" by Evelyn Beyer
"The Bagpipe Man" by Nancy Byrd Turner
"Hope" by Emily Dickinson
"Silver Ships" by Mildred Plew Meigs

Time for Poetry, pp. 14, 81, 96, 97, 207

(5) Read to enjoy stories not likely to be within one's experience. Discuss how reading these stories has enlarged the experience of the children.

"The Last of the Dragons" by E. Nesbit
"My Side of the Mountain" by Jean George
"The Willow Whistle" by Cornelia Meigs
"Ulysses, A Greek Hero" by Clifton Fadiman

Across the Blue Bridge, pp. 304, 320
Wings and Things, pp. 148, 159

(5) Read "Our Visit to the Zoo" by Jessie Pope. Divide the animals into two groups - the familiar and unfamiliar. Then have the children report on unfamiliar animals, using pictures and descriptive phrases.

(5) Reread the poem to develop the idea that increased familiarity results in increased enjoyment.

Let's Enjoy Poetry, Gr. 4, 5, 6, p. 149

(5) Read "He Thought He Saw." When children are familiar with it, adapt it for choral reading. Ask: Are these experiences you are likely to have? Do you think the author had them? If not, how did he get the ideas?

Let's Enjoy Poetry, Gr. 4, 5, 6, p. 120

(5) Read "The Landing of the Pilgrim Fathers" by Felicia Hemans.

a. Have the children imagine they are members of the group of Pilgrims on the Mayflower landing at Plymouth. Ask questions like the following: What season of the year is it? How would the waves look? What would the coastline look like? What feelings and experiences have brought you to this spot? What are you looking for? What do you expect to find in your new home?

b. Read segments of the poem containing difficult passages to help them get meaning in context. Example: "When a band of exiles moored their bark...."

c. Ask the children how the poet described the coast, the tree branches, and why the Pilgrims came.

d. Reread the poem, or ask a child to reread it, to foster an understanding of the mood created by the poet.

e. Have the children rewrite segments of the poem as prose to help them appreciate the differences between writing poetry and writing prose.

Level

"The woods against a stormy sky
Their giant branches tossed;"

as

"The woods with their giant branches were blown across the dark sky."

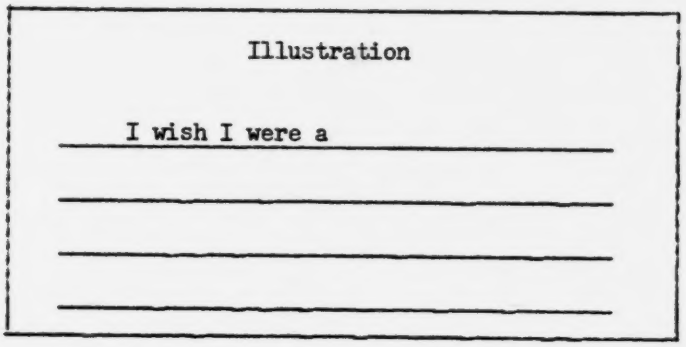
Read Together Poems, Gr. 5, p. 61

(6) Discuss the three levels of language for classifying literature. Read "Hopi Snake Dance," a factual account that is an example of public language. Use "The Selfish Giant" and "How the Little Old Woman Did her Marketing" as examples of literary or life-lifting language. Read "Henry Reed, Inc." and "How Old Stormalong Captured Mocha Dick" as examples of home-rooted (in group) language.

Sounds..., Gr. 6, pp. T58-61, 176, 135, 210-221-71-79, 320-381

RELATING TO COMPOSITION

(3) Review with the children the fact that experiences they have had will help them to relate their thoughts about imaginary characters. With this reinforcement, have the class make a "Wishing Book," in which they illustrate the imaginary character at the top of the page and then write a few sentences in which they state the reasons why they wish to be the character. For example:



Encourage a variety of selections from the children.

(4) Ask each child to imagine a creature that combines various aspects of a number of animals, birds, or flowers, creating a new legendary monster. Have him write a paragraph describing the creature. Working in pairs, have the children exchange paragraphs and draw the creature each sees from the written description. Compare pictures and ideas.

(4) Collect some commonplace objects (pencil, eraser, thimble). Ask the children to pick two objects and construct a written story in which these objects come to life. The two objects should act together but still remain objects.

(5) Encourage the writing of poetry using figurative language. Then have the passage rewritten in ordinary speaking language. Compare.

(5) Read a poem, such as "Stopping by Woods on a Snowy Evening" by Robert Frost. Have the children paraphrase the poem in prose in their own speaking language. Compare the difference and also the effectiveness of the children's literary form.

Let's Enjoy Poetry, p. 290

Level

(6) Have children read widely to appreciate types or uses of language through literature. Direct the children to do some research about an animal of their choice. Have the children develop a story about this animal using each of the three language levels: home-rooted (in group), public, and life-lifting (literary).

Sounds..., Gr. 6, pp. T58-61

(6) Ask the children to conduct an interview with a member of the class. Help them to observe that the interview may contain home-rooted language. Then have them write the report at the public language level. Imaginary interviews with the builder of the Statue of Liberty or the sculptor of the Faces in the Black Hills might be written at the public language level.

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APPENDIX A

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_____. Silver Web. Treasure Gold. Boston: D. C. Heath and Company. 1968

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Carlson, Ruth K. Poetry for Today's Child. New York: The Instructor Publications, Inc. 1968

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Ullyette, Jean M. Guidelines for Creative Writing. New York: F. A. Owen Publishing Company. 1968

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Alfred Hitchock Ghost Stories for Young People. John Allen, narrator. 12" 33 1/3 rpm. Golden Records. 1962

Baskett, James. Stories of Uncle Remus. 12" 33 1/3 rpm. Walt Disney Productions. 1957

Chilling, Thrilling Sounds of the Haunted House. 33 1/3 rpm. Walt Disney Productions. 1964

Tapes

Bremen Town Musicians. Minn. Otan. TSC-E. 14 min. mono. 7" 3 3/4 ips. OIMS #13

Captain Coustean-Oceanography. Baltimore County Multi-media Educational Technology Unit.

Charlotte's Web. Minn. Otan. TSC-E. 14 min. mono. 7" 3 3/4 ips. OIMS #63

Cinderella. Minn. Otan. TSC-E 14 min. mono. 7" 3 3/4 ips. OIMS #64

Filmstrips

American Indian Life: Indian Communication. Curriculum Filmstrips. Kunz, Inc.

The Selfish Giant. Narration by Donald Gallagher. Society for Visual Education, Inc. Chicago, Illinois

Film

Of Ghosts and Goosepimples. University of Michigan Television. (Art of Storytelling series.) Available to Enoch Pratt Library

Abbreviations

American	Our Language Today Series, published by American Book Company
Childcraft	Collection of literary selections appropriate for children published by Field Enterprises Educational Corporation
Conlin	A Modern Approach to Teaching English written by David A. Conlin and published by American Book Company
G ___	Code letter used by American Book Company to indicate page location in teacher's guide
Gr ___	Grade level
Horn	Language Change and Communication written by Robert E. Horn and published by Science Research Associates, Inc.
OIMS	Office of Instructional Materials and Services, a department of the Board of Education of Baltimore County which develops and distributes multi-media materials
Sounds... ___	A series of literary readers published by Holt, Rinehart and Winston, Inc. Gr. 3 Sounds of a Storyteller Gr. 4 Sounds of Mystery Gr. 5 Sounds of a Young Hunter Gr. 6 Sounds of a Distant Drum
SVE	Society for Visual Education, Inc., publisher of visual aids
T. Resource	Teacher resource, an aid for the use of the teacher; photograph of each can be found in Appendix B
T ___	Code letter used to indicate page location in teacher's guide

A Vocabulary of the Senses

I. The Sense of Sound

blab
chat
chatter
drawl
gossip
jabber
lecture
mumble
murmur
rant
rave
recite
say
shout
speak
stammer
stutter
whisper

cackle
chuckle
giggle
laugh
roar
squeal
whoop

bawl
blubber
cry
groan
moan
wail
weep
whimper

bellow
growl
grumble
grunt
jeer
mutter
shout
snarl
yell

bark
bleat
cackle
caw
chirp
clunk
coo
croak
crow
gobble
growl
grunt
hiss
honk
hoot
howl
meow
moo
neigh
peep
purr
quack
screech
snarl
squeak
twitter
whimper
whinny
yap
yip

buzz
chirp
fizz
hiss
hum
jingle
meow
mumble
swish
thud
tick
tinkle
whimper
whisper

babble
buzz
chatter
din
hubbub
hullabaloo
hum
rocket
uproar

bang
bellow
blare
boom
cheer
clamor
clang
crash
howl
racket
roar
scream
shriek
shout
slam
thunder
wail

II. The Sense of Sight

admire
eye
gawk
gaze
glance
glare
glimpse
notice
observe
peek
peer

scan
sight
spy
squint
stare
survey
view
watch
witness

blaze
brighten
dazzle
flash
flicker
glare
gleam
glimmer
glint
glitter
glisten

glow
reflect
shimmer
shine
sparkle
twinkle

II. The Sense of Sight (continued)

blaze	blindness	clear	bleary
brilliance	gloom	distinct	blurred
dazzle	shade	transparent	dark
flash	tarnish	visible	dim
flicker			indistinct
glare			invisible
glint			murky
gloss			
glow			
light			
radiance			
sheen			
shimmer			
shine			
sparkle			dingy
twinkle			dirty
			grimy
			smeary
beautiful	homely		smudged
becoming	ugly		soiled
good-looking			sooty
gorgeous			splatched
handsome			spotted
pretty			stained
well-groomed			tarnished

III. The Sense of Touch

brush	blushing	chilly
dab	feverish	crisp
feel	flushed	shivering
grab	humid	shuddering
grasp	lukewarm	
handle	sweaty	
hit		
pat		
pinch		
rub		
scratch		
smooth		
squeeze		
strike		
tag		
tap		
tickle		
dusty	damp	gooey
hot	humid	gummy
powdery	juicy	
	moist	

III. The Sense of Touch (continued)

greasy
slimy
slippery

downy
feathery
flabby
fluffy
furry
limp
powdery
silky
soft
spongy
squashy
velvety
wooly

flat
sharp
oily
silky
slick
slippery
smooth
velvety

crisp
firm
hard
solid
stiff
tough

bristly
coarse
dull
grainy
gritty
hairy
jump
rough
sandy
scratchy
uneven

IV. The Sense of Taste

savor
sip
taste

honeyed
sugary
sweet

acid
curdled

bitter
salty
tangy
tart
vinegary

biting
gingery
peppery
spicy

flavorless
tasteless
unseasoned

appetizing
delicious
luscious
tasty
yummy

distasteful
spoiled
stale
unripe
rotten

V. The Sense of Smell

scent
sniff
snuff
whiff

fragrant
perfumed
scented

aromatic
spicy
strong

moldy
musty
rancid
putrid

fragrance
odor
perfume

stench
stink

APPENDIX B

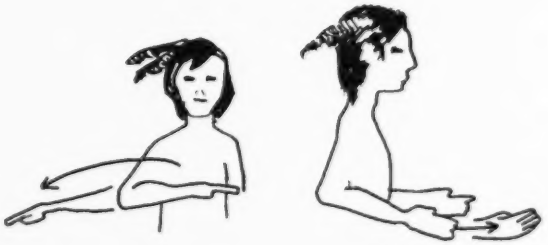
Teacher Resources Not Included in Text

Note: The pictures are reproduced here in reduced size. The Teacher Resources which consist of printed matter are not reproductions of the originals, but they contain all the content included on the originals. The originals of all these materials are available in separate kits for making transparencies or duplication masters.

#4

#5

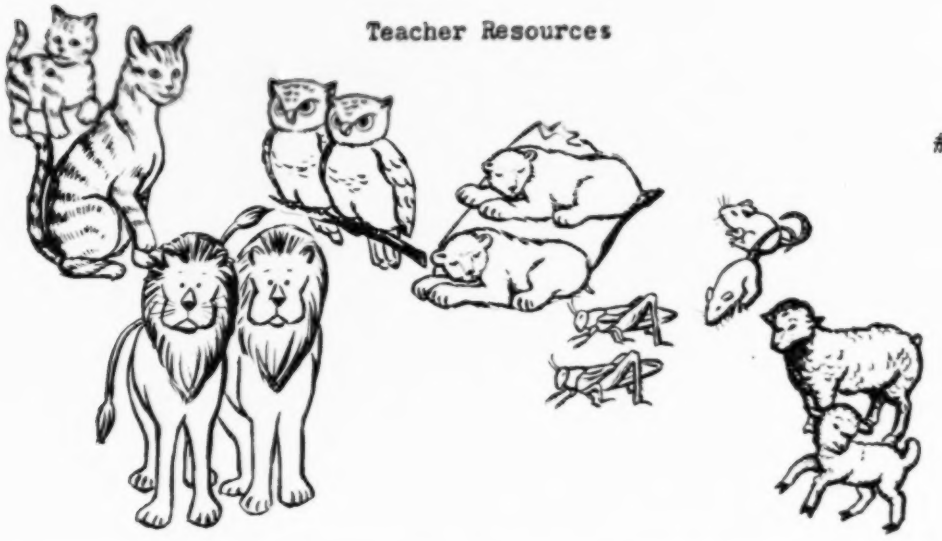
#6 INDIAN SIGN LANGUAGE



GOOD FAST

HORSE

#7A



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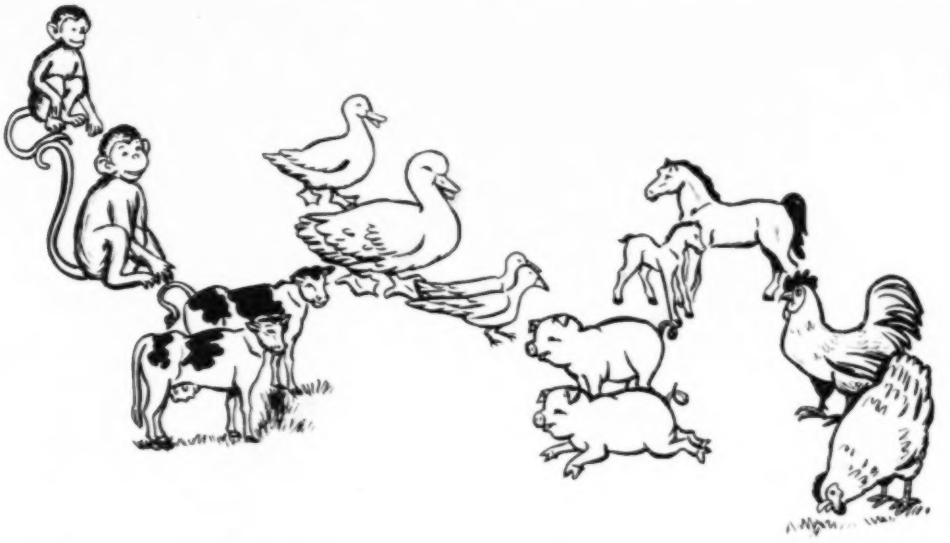

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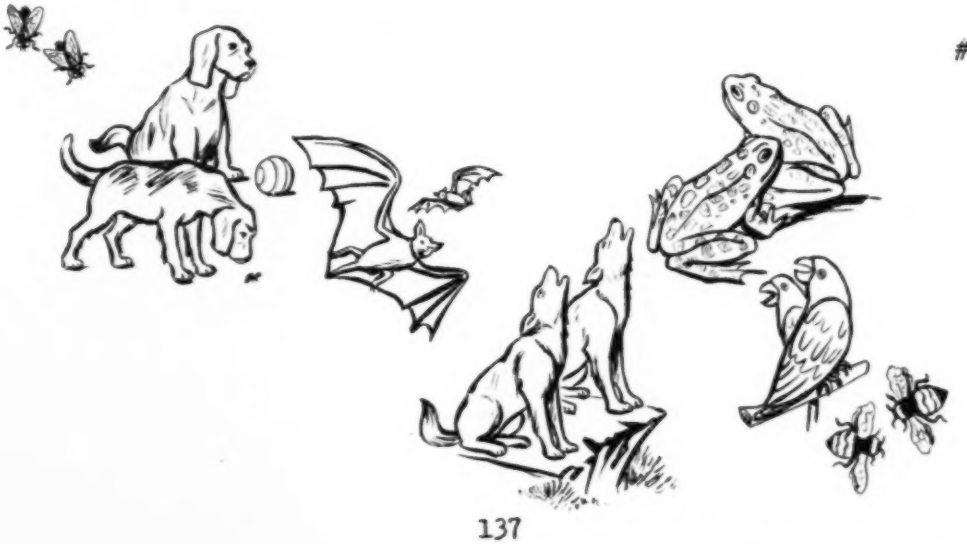
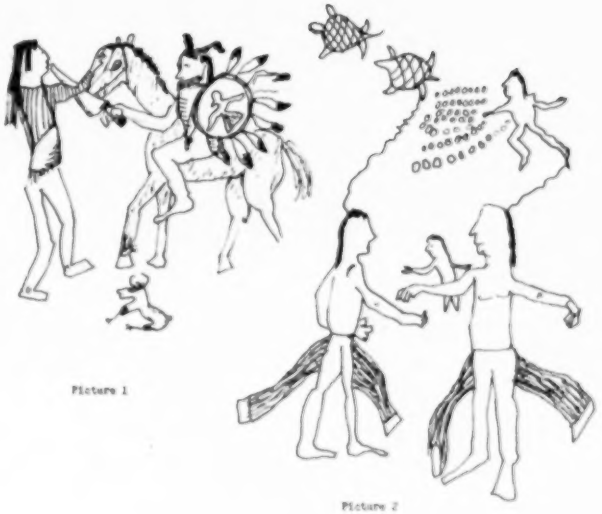


#8A

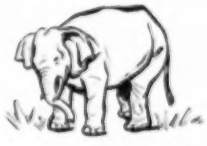
#10



Picture 1

Picture 2

#12



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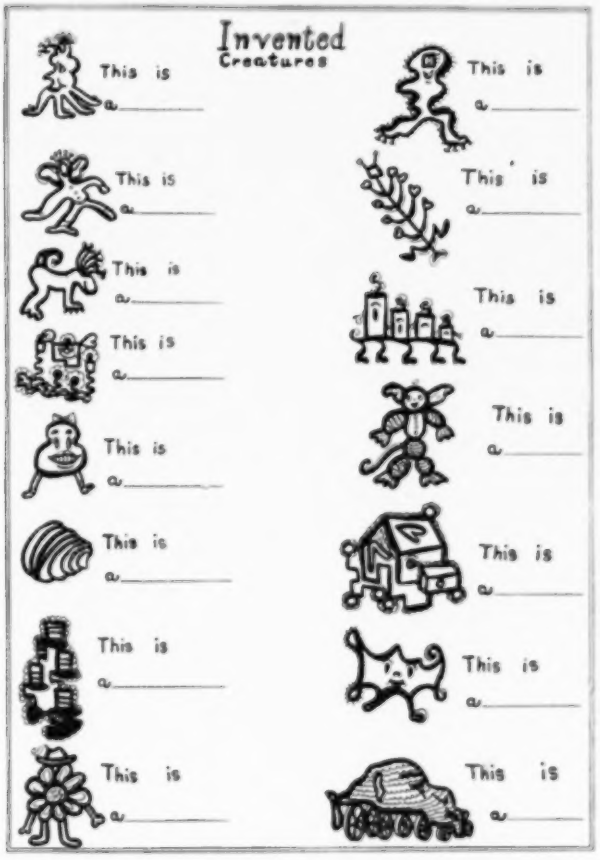
Invented Creatures
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#17

RACCOON
TOMATOES
SNIFFED
MAMMOTH
POODLE
ALLIGATOR
COSMETICS
TEA
SPAGHETTI
MARMALADE
OTTOMAN
CIDER
MOROCCO
GUM
ORANGES
CURRY
COFFEE
RATTAN

Content from Teacher Resources #18, 19A, 19B, 20A

#18

Modern Slang	Standard English
Catch some rays	To sunbathe
A loser	A person who is unacceptable
Blow your cool	Get upset
Swinger	One who adopts the latest trend
Animal	A sloppy or uncouth person
Do your own thing	Follow your life's dream
Cop out	To plead guilty
Bug out	To disappear
Cool	In vogue - much admired
Stay loose	To relax
Put on	To fool, jest, or bluff
Dig	To be in agreement
Bug	To irritate someone
Freak out	Withdraw from rational behavior
Gross	Nasty
Flake out	Go to sleep
Put down	To deflate someone's ego
Cool it	Calm down, relax
Turned on	Excited
Bash	An exciting party
Up tight	Nervous - neurotic - tense
Go ape	To become excited - to overdo

#19A

WHAT DO YOU KNOW ABOUT SLANG?

I. Identify slang words or phrases. Circle the words or phrases that you think are slang or have been slang expressions.

1. Why don't you scram?
2. That dog has a mean disposition.
3. He plays a mean bass.
4. Those tennis shoes are shot.
5. The edge of the knife is very sharp.
6. He looks sharp in that shirt.
7. She put on her glad rags.
8. The salesman packed his duds.
9. Why did he fool around in geometry?
10. What a nutty thing to do!
11. They gave her a lot of oil.
12. They greased his palm.

II. Look back at each word or phrase you circled. Be ready to discuss their meanings. Can you suggest how the slang words came into being?

III. Choose one word to fill in each blank of the paired sentences. Be ready to explain how they are used.

A. 1. I use _____ in my tea.
   2. The car I bought last year is a _____.

B. 1. The rain _____ against the windows.
2. I feel _____ after three sets of tennis.

C. 1. He owns a _____ new car.
2. That steak is really _____.

#19B

IV. Use the following words in paired sentences that show two meanings - one of them slang
Be ready to discuss form classes of these words.

lip _____

_____

drag _____

_____

bug _____

_____

nail _____

_____

V. List some slang terms that you have for someone or something that is very good.
Underline any that you feel will stay in the language for a long time.

_____ _____ _____ _____ _____

VI. List your discoveries about slang or write your definition of slang.

_____

_____

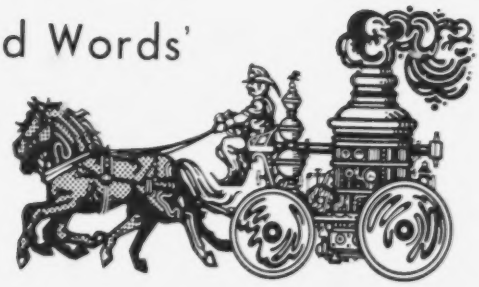
_____

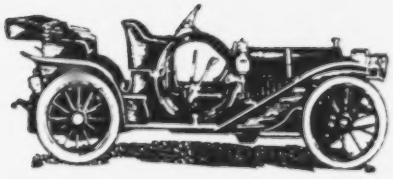
#20A

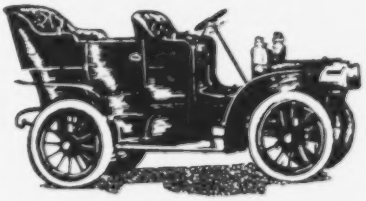
NATO	North Atlantic Treaty Organization
SAC	Strategic Air Command
Radar	Radio Detecting and Ranging
NADA	National Automobile Dealers Association
VISTA	Volunteers in Service to America
SMART	Satellite Maintenance and Repair Techniques
DEW	Distant Early Warning
JATO	Jet Assisted Takeoff
STOL	Short Takeoff and Landing
TAP	Total Action Against Poverty
SCAT	South Pacific Combat Air Transport

#22A

'Old Fashioned Words'







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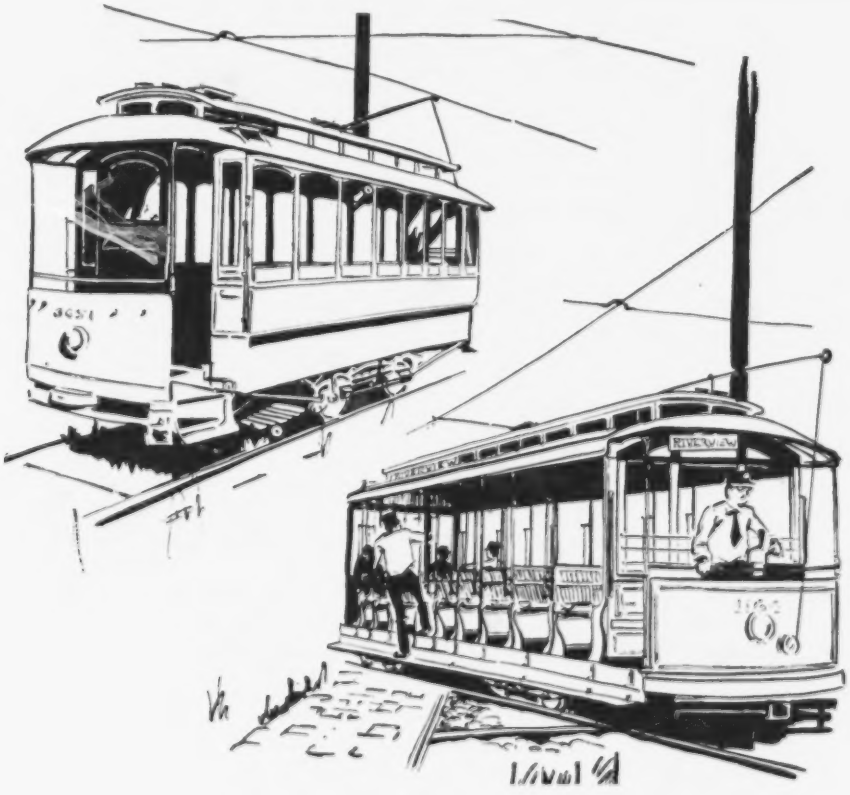

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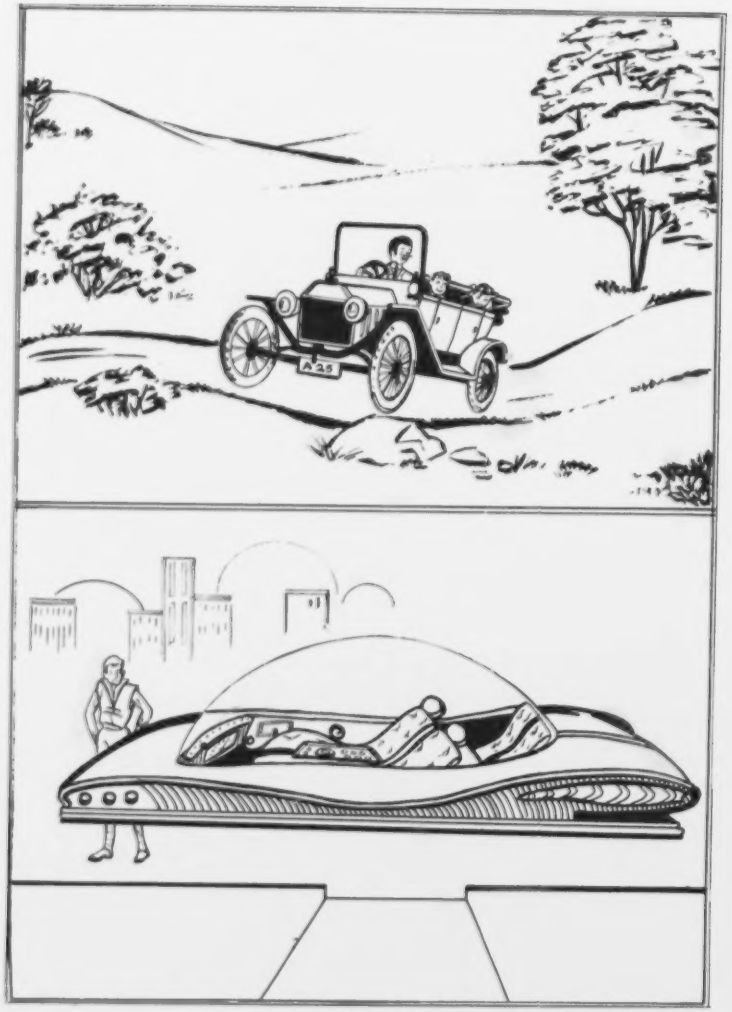


#24

The word *marshal* originally meant "horse servant."

The word *villain* used to mean "farm servant."

#25A

"Winning Smile"

#25B

Beating around the bush.

#25C

Around Robin Hood's barn.

#25D

Content from Teacher Resources #27A, 27B, 28, 29, 30

#27A

The following passage is part of another of Mr. Jackson's stories.

Most of the capitals and all of the periods have been omitted. As you listen to the selection being read, put a slash mark, (/), where you hear the end of a sentence.

I came to this country by ship but I didn't come the way most people did I worked my way over I worked long hours on the ship the ship I was on was full of cows being taken to the United States the cows were beautiful and I loved my job of taking care of them we had a good trip over there were no storms in the evening we used to sit and watch the sea once we passed a ship going the other way

#27B

Read Exercise 1 silently. Think of how you would read it aloud.

Exercise 1: Silverspot spread them out turned them over lifted them with his beak then dropped them into a nest as though they were eggs

Read Exercise 2 silently. Think of how you would read it aloud.

Exercise 2: King Midas was fonder of gold than of anything else in the world. If he loved anything better or half so well it was his little daughter. But the more Midas loved his daughter the more did he want wealth. He thought foolish man that he knew the very best thing he could do for his dear child. It was his aim to give her the biggest pile of shining golden money that had ever been heaped together since the world was made.

#28

Listen as you hear these sentences read.

When they are read the second time, put a slash mark at the end of each sentence you hear.

Today is John's birthday have a happy birthday, John shall we sing to him Mary, would you lead our singing, please that was fun we hope you have many more happy birthdays

#29

Directions

Take a slip of paper off the clip. Put your name on it.

Write this sentence on the paper:

Tom likes chocolate cake.

Put the number on top of the word you would stress to give the meaning of each of these ideas:

1. Sam doesn't like chocolate cake, but . . . .
2. Tom doesn't care for most cake, but . . . .
3. Tom doesn't like chocolate pudding, but . . . .
4. It is difficult to please Tom, but . . . .

Directions

Take a slip of paper off the clip. Put your name on it.

Write this sentence on the paper:

Sam's desk is dirty.

Put the number on top of the word you would stress to give the meaning of each of these ideas:

1. Sam's chair is not dirty, but . . . .
2. Not only is Sam's desk messy, but . . . .
3. No one else has a dirty desk, but . . . .
4. There is no doubt about it . . . .

#30

Directions

Take a slip of paper off the clip. Put your name on it.

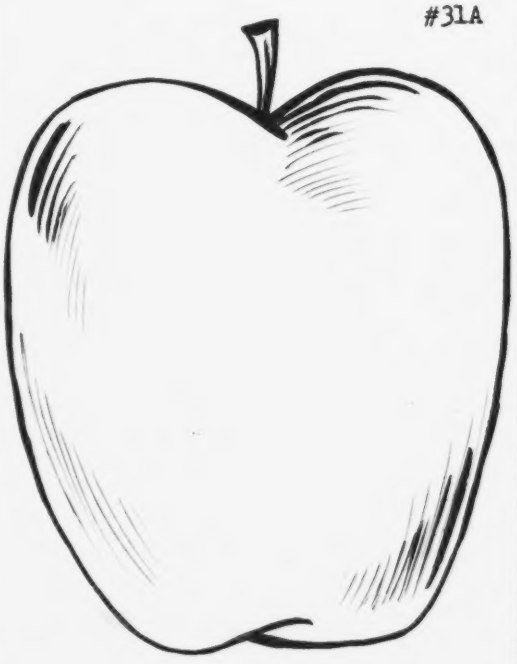
Write this sentence on the paper:

I saw the big Christmas tree.

Put the number on top of the word you would stress to give the meaning of each of these ideas:

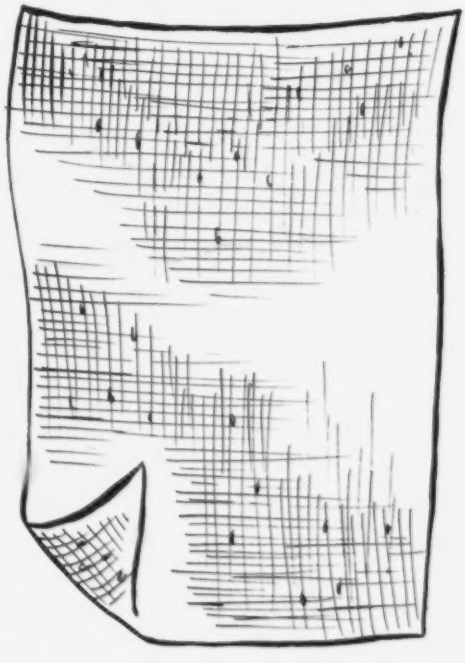
1. You heard about the big Christmas tree, but . . . .
2. There are many Christmas trees, but the one I saw was special.
3. You saw Christmas presents and food, but . . . .
4. Everyone saw the big Christmas tree, and . . . .
5. Of all the big Christmas trees, ...
6. I've seen big elm trees and big oak trees, but today . . . .

#31A



#31B

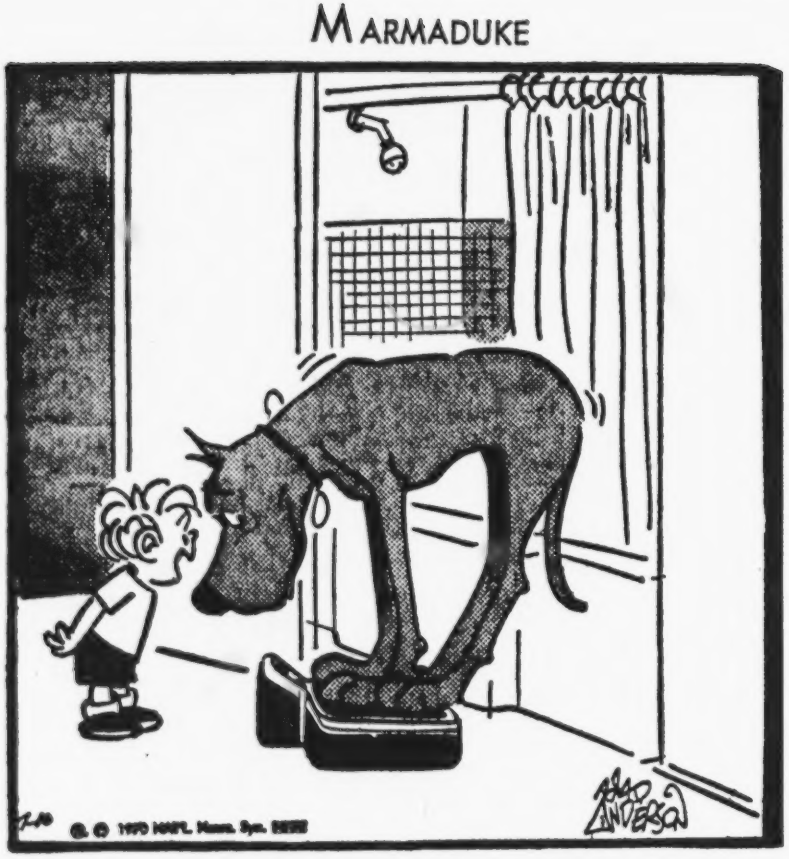
#31C



#32

ONOMATOPOEIA is forming words to imitate natural sounds.

#33



"Your diet must be working. . . The scale doesn't go BOING anymore."

#34

ALLITERATION is the beginning of two or more words with the same letter.

"Godfrey Gordon Gustavus Gore"—
William Brighty Rands

Godfrey Gordon Gustavus Gore ___
No doubt you have heard the name before ___
Was a boy who never would shut the door! ...

Let's Enjoy Poetry 4,5,6 p. 280

#35

A **SIMILE** is a figure of speech that compares two entirely different things by the use of like or as.

Bill is as cross as a bear today.

#36

A **METAPHOR** is a figure of speech in which the comparison between two different things is simply implied.

Jack missed a couple of balls, and then leaned right into another and planted it deep in center field.